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ABSTRACT

This manual was developed as part of a project to identify and serve the needs of gifted and talented economically disadvantaged students (grades 3-8) from ethnically diverse populations. Section 1 presents a leader's manual for a workshop designed to help teachers understand that many gifted students are not being identified for program intervention with traditional identification procedures and that innovative procedures must be used to find bright children in all cultures and populations. The workshop examines traditional identification procedures and characteristics of gifted children, characteristics of students from rural and economically disadvantaged backgrounds who are Hispanic and African American, and the role of teachers in identifying these hidden gifted students through the use of innovative identification methods. Section 2 presents a workshop manual on preparing teachers to use new procedures and instruments in ability identification, including contests, writing samples, the Torrance Streamlined Test of Creative Thinking, parent information, community/adult information, and teacher recommendations. Section 3 shows participants how to put together a profile analysis using information and material collected on each student and how to determine the appropriateness of the student's placements. Copies of overheads and handouts are provided in the appendices. (CR)

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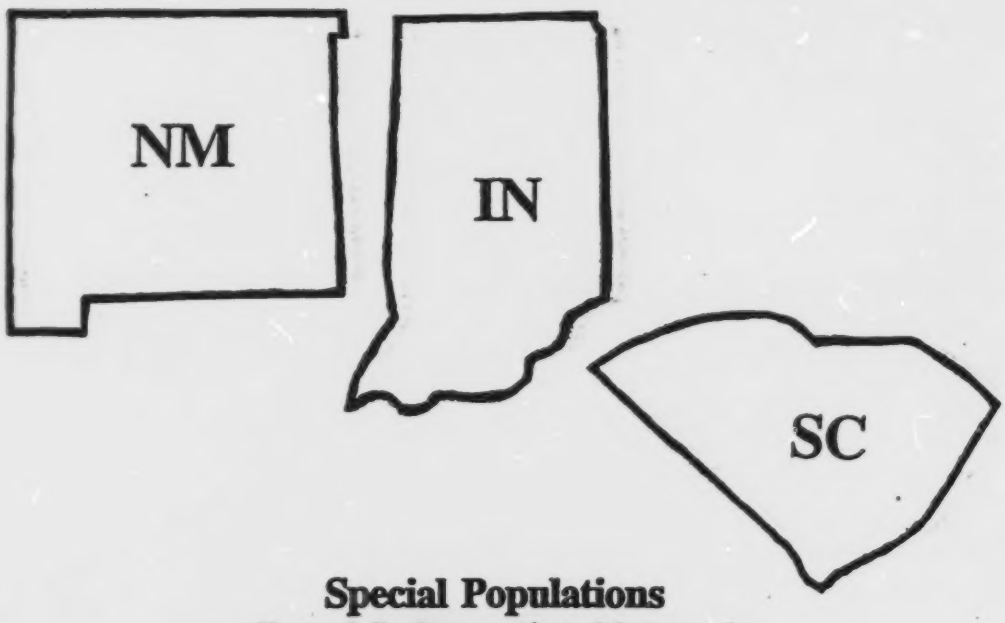
# PROJECT SPRING II

# IDENTIFYING RURAL DISADVANTAGED and ETHNICALLY DIVERSE GIFTED STUDENTS




## Special Populations Rural Information Network for the Gifted

**Howard H. Spicker, Project Director**
**Shirley E. Aamidor, Project Coordinator**

**Project SPRING II was funded by a grant from the Jacob K. Javits Gifted and Talented Students Education Act, U.S. Department of Education (Grant No.R206A20011)**

**1996**

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**1996**

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## PREFACE

Project SPRING II (Special Populations Rural Information Network for the Gifted) has developed methods and procedures to foster the identification of ethnically diverse, rural disadvantaged gifted children.

Many of the identification methods examined here were shown to be successful during SPRING I (1990-1992) with Appalachian descended children in southern Indiana. In SPRING II, these identification procedures were expanded or modified in an effort to identify rural gifted African American children in South Carolina and Hispanic American children in rural New Mexico. Awareness of the unique cultural and ethnic characteristics of these two populations informed and directed the identification process.

This manual is divided into three sections: Section One is an Identification Awareness Workshop; Section Two considers Nontraditional Identification Instruments and Procedures; and Section Three, Selecting Rural Disadvantaged Students for Gifted Programs, demonstrates how to organize data on the basis of merit, without penalty for one's rural characteristics.

The goals of this manual are:

1. To develop teacher awareness of the characteristics of gifted children in rural disadvantaged settings in southern Indiana, South Carolina, and New Mexico.

2. To provide teacher training in the use of culturally specific innovative procedures and instruments for data collection; and

3. To suggest a comprehensive method for evaluating standardized and anecdotal information in the identification of rural disadvantaged gifted children.

Instructions for the workshops are provided, along with all the information, overheads, handouts, and material lists that are needed to present the workshops.

Innovative procedures to identify gifted students are introduced and illustrated. Student work samples and anecdotal information from demonstration sites in Project SPRING II are used for clarification and illustration.

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Project SPRING II is the result of the cooperative efforts of numerous persons who devoted their time and expertise to the project during its three-year funding cycle.

Heartfelt appreciation goes to Shirley Aamidor, the project's highly skilled and dedicated overall project coordinator, who efficiently organized and monitored day-to-day operations across the three sites. Shirley was also instrumental in the development of the identification and curriculum manuals. Appreciation is expressed to SPRING's talented consultants: Sam Guskin, external evaluation; Linda Shepard, statistical analysis; Duane Busick, video technology; and Lisa Blank, science curriculum. Special thanks to Lisa Killion for her enthusiasm and skill as SPRING's administrative assistant, and to Valerie Savage for her capable editing and typing of our manuscripts.

At the Indiana site, a special acknowledgement goes to the demonstration-school site leaders: Martha Nice and Walda Tower (Paoli), and Diane Wilson (Crawford County). They were instrumental in developing innovative curriculum materials and practices, and directing the implementation of those innovations.

In South Carolina, under the capable leadership of Nancy Breard, we owe a debt of gratitude to our on-site demonstration-school support teachers and administrators: June Moorehead (Daisy), Judy Lambert (Elloree), and Melba McKenzie and Myra Rivers (Estill); to our highly skilled staff development consultants, Judy Beard, Carolyn Powell, Runnelle Gainey, and Judy Gosser; and to Nancy's loyal administrative assistants, Shawn Rudd and Natalie Dean.

In New Mexico, under the direction of Elba Reyes, special thanks are extended to Bruce Carter, whose computer skills managed the New Mexico data, and to Mary Saxton, whose curriculum knowledge and enthusiastic teaching styles provided demonstration-school teachers with the support they needed to make necessary curriculum modifications for SPRING II students.

Finally, Project SPRING II could not have been conducted without the generous assistance of demonstration site teachers, administrators, and students. Our heartfelt thanks to all of you.

Howard H. Spicker
Project Director

## IDENTIFICATION AWARENESS WORKSHOP

### Introduction to Identification Awareness Workshop

**Purpose**

The purpose of this workshop is to help teachers understand that many gifted students are not being identified for program intervention with traditional identification procedures. Innovative procedures must be used to find the bright children in all cultures and populations.

Identification of rural disadvantaged gifted children for special program intervention will pay off, in the long run, for their communities. Hopefully, these bright students will finish high school, go on to college, and then return to address major economic and social problems in rural communities.

Teachers will have a greater awareness and a better understanding of the instruments and procedures for identifying rural disadvantaged gifted students if they understand the reasoning behind the process.

**Getting Ready**

Prepare the following MATERIALS:

**For the TRADITIONAL IDENTIFICATION section:**

Overheads and Handouts:
#1 - Traditional Identification Procedures/Student Profile
#2 - Federal Definition
#3 - Characteristics of Advantaged Gifted Children

**For the SPECIAL RURAL POPULATIONS section:**

Overheads and Handouts:
#4 - Rural Communities
#5 - Economically Disadvantaged
#6 - Characteristics of Rural Disadvantaged Appalachian Gifted Children
#7 - Characteristics of Rural Disadvantaged Hispanic Gifted Children
#8 - Characteristics of Rural Disadvantaged African American Gifted Children
#9 - Characteristics of Gifted Children: Traditional, Appalachian, Hispanic, and African American

**For the ROLE OF TEACHERS section:**

Video:
Pioneer Contest

Overheads and Handouts:
#10 - Characteristics of Rural Gifted Students: Advantaged and Disadvantaged
#11 - Molly's Story (Indiana)
- 11.1 Molly's Original Story
- 11.2 Molly's Corrected Story

#12 - Creative Writing Assessment--Definitions and Scoring
#13 - Rosa's Story (New Mexico)
    13.1 Rosa's Original Story
    13.2 Rosa's Corrected Story
#14 - Luis's Story (New Mexico)
    14.1 Luis's Original Story
    14.2 Luis's Corrected Story
#15 - Lashay's Story (South Carolina)
    15.1 Lashay's Original Story
    15.2 Lashay's Story
#16 - Shameka's Story (South Carolina)
    16.1 Shameka's Original Story
    16.2 Shameka's Corrected Story
#17 - Molly's Torrance (Indiana)
    17.1 Activity 1
    17.2 Activity 2
    17.3 Activity 3
#18 - Definitions and Scoring for the Torrance
#19 - Maria's Torrance (New Mexico)
    19.1 Activity 1
    19.2 Activity 2
    19.3 Activity 3
#20 - Jesus's Torrance--Activity 1 (New Mexico)
#21 - Thomas's Torrance--Activity 2 (South Carolina)
#22 - Leroy's Torrance--Activity 3 (South Carolina)
#23 - Johnnie's Standardized Scores (Indiana)
#24 - Rosa's Standardized Scores (New Mexico)
#25 - Rosa's Torrance--Activity 3 (New Mexico)
#26 - Lashay's Standardized Scores (South Carolina)
#27 - Parent Information Form (Indiana)
#28 - Parent Information Survey (South Carolina)
#29 - Sample Anecdotes--Parent Information (Indiana)
#30 - Sample Anecdotes--Parent Information (South Carolina)
#31 - Teacher Information Form
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#33 - Parent Inventories (New Mexico)
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#36 - Community Inventory--English (New Mexico)
#37 - Storytelling Instructions (South Carolina)
#38 - Storytelling Evaluation Form (South Carolina)
#39 - Storytelling Sample (South Carolina)
#40 - Matrix Analogies Test - Short Form (MAT-SF) Sample
#41 - Raven's Standard Progressive Matrices Sample

**For the SUMMARY section:**

Overheads and Handouts:

#42 - Workshop Evaluation Form

The Identification Awareness Workshop has three parts. In the first part, traditional identification procedures and characteristics of traditional gifted children will be discussed.

In the second part, the focus will be on students from rural communities, rural schools, and those from economically disadvantaged backgrounds. Gifted students from rural and disadvantaged backgrounds exhibit characteristics different from those of traditional gifted students.

The third part of the workshop emphasizes the important role that teachers play in the process of identifying these hidden gifted students. Innovative methods useful in identification will be discussed.

## Traditional Identification

### Introduction

In this part of the workshop, information about traditional gifted programs and students, federal and state definitions, and a composite profile of the traditional gifted child will be presented.

### Purpose

The objectives are:

- To provide background information about traditional gifted programs.
- To clarify faulty perceptions and answer questions about gifted education.

### Procedure

Overhead/Handout #1 - Traditional Identification Procedures/Student Profile

Traditionally a student who is identified for a gifted and talented program will have a profile that lists high standardized achievement test scores (90th-92nd percentile and above), high IQ scores (usually 120 and above), high grade point averages, and good teacher recommendations.

The majority of students who fit this profile are from white, middle and upper-level socioeconomic homes. Very few students from populations of different cultures, handicapping conditions, low socioeconomic status, or inner-city and rural areas are recognized as gifted and talented based on traditional measures.

Overhead/Handout #2 - Federal Definition

Gifted and talented programs are provided by the public schools for children whose needs are not being met in the regular classroom. The federal definition states that . . ."The term gifted and talented . . . means children and youth who give evidence of high performance *capability* in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities."

"High performance capability" (looking at the definition) refers to children who have high abilities but do not show them on traditional performance measures. "Specific academic ability" includes students who may have exceptional abilities in one subject or field but not in others.

The addition of creative, artistic, and leadership capacities expands the definition of giftedness beyond the intellectual performances measured by traditional intelligence tests. This expansion of giftedness into other domains is carried still further by Howard Gardner's multiple intelligence theory and Robert Sternberg's mental strategies for problem solving.

Despite the expanded Federal definition of giftedness, school districts continue to use traditional intelligence tests, high achievement test scores, and positive teacher recommendations to identify gifted children. (Repeat Overhead/Handout #1 - Traditional Identification Procedures/Student Profile.)

Identification procedures based on these limited criteria greatly favor the acculturative experiences of urban and suburban, white, middle-class children whose values are those of America's dominant Euro-American culture. The characteristics of gifted children with these acculturation experiences are listed in Overhead/Handout #3 - Characteristics of Advantaged Gifted Children.

## Characteristics of Advantaged Gifted Children

Overhead/Handout #3 - Characteristics of Advantaged Gifted Children

Gifted children from white, urban/suburban, middle-class backgrounds exhibit characteristics traditionally thought of as the typical characteristics of gifted students. These characteristics were compiled by Lewis Terman in his longitudinal studies entitled *The Genetic Study of Genius*, begun in the mid 1920s.

The characteristics of these advantaged gifted students tend to be as follows:

- They speak standard English, are verbal in the classroom and in social situations, and have good oral communication skills.
- They are active participants in all classroom activities.
- They perform educational tasks within time limitations, as well as completing all classroom assignments and homework.
- They perform well on standardized tests and do well in all subjects.
- They produce written work in proper grammatical form with good spelling and legible handwriting.
- They demonstrate their strengths within the academic classroom.
- They usually perform equally well on verbal and nonverbal tests.

## Summary of Traditional Gifted Students

This profile of the traditional gifted student is the stereotypical picture of gifted students held by the general public.

Traditional gifted programs identify students based on the following:

- High standardized achievement test scores
- High IQ scores
- High grade point averages
- Good teacher recommendations

Students who fit this profile are usually:

- White
- Middle and upper-level socioeconomic status
- Acculturated to urban/suburban experiences

The characteristics of traditionally identified gifted children are less likely to be exhibited by bright children who are from economically disadvantaged or culturally diverse homes.

## Special Rural Populations

### Introduction

Not all gifted children come from middle and upper-class homes, or from urban and suburban areas, or from families who are concerned with significant achievement in schools. Not all gifted children score high on IQ tests or on standardized achievement tests.

### Purpose

The objectives of this section are:

- To promote awareness that gifted children exist in all segments of society.
- To examine the changing economy in rural communities and the effect this has on local schools.
- To identify circumstances within economically disadvantaged populations that may constrain a child's performance in school.
- To consider gifted children who live in rural areas, are economically disadvantaged, and represent diverse ethnic and geographic populations: Appalachian (White)--Indiana, Hispanic --New Mexico, African American--South Carolina.

### Procedure

Consider the following questions:

- Can a student who makes poor grades or doesn't pay attention be gifted?

- Can a child who uses incorrect verb tense be gifted?

- What about the student who scores in the 50th percentile and below? Can he/she be gifted?

- What percentage of your school population qualifies for free or reduced lunch? What is the percentage of these "poor" children in your gifted program?

- Are there any students with disabilities in your gifted program? Why not?

- What percent of your school population is from a culturally different background? Do you have the same percentage in your gifted program?

- What percent of your school population is from urban or rural areas? What is the ratio in your gifted program?

- Do you know some students who are really bright, but don't make good grades or score well on tests? Would they benefit from some special programs or options that are not part of the regular classroom curriculum?

## Project SPRING

Federal funds were made available to develop new methods for identifying and programming for special populations of gifted students. Educators had become concerned with the lack of representation of students from these populations in gifted programs throughout the country.

Project SPRING (Special Populations Rural Information Network for the Gifted), at Indiana University, has developed methods to identify the following underserved rural disadvantaged gifted populations: Appalachian (White) children in Indiana, Hispanic children in New Mexico, and African American children in South Carolina. To identify these diverse groups, culturally specific assessments and procedures were developed and field tested by Project SPRING.

The Identification Awareness Workshop considers culturally specific information on rural disadvantaged gifted children, while examining characteristics that are recognizable in the classroom.

## Rural Communities

Overhead/Handout #4 - Rural Communities

In the past decade major economic and social forces have profoundly affected rural communities.

Traditional rural occupations of farming, fishing, logging, ore extraction, and small manufacturing that once supported the majority of rural residents provide only one-third of rural employment today. Such service-producing industries as tourism, insurance, and real estate now account for nearly two-thirds of rural employment.

The 1990 U.S. Census found that family income in rural counties is less than 75 percent of that in metropolitan counties. The jobless rate in nonmetropolitan counties is now 40 percent higher than in metropolitan counties--a rise of almost 35 percent since 1980.

Declining income, lack of job opportunities, poor health care, and underfunded schools in much of rural America have resulted in a significant rural exodus, particularly of many young families with roots in the community going back several generations.

Rural schools, like all schools, face many problems, but in rural areas the difficulties relate mainly to size, distance, and resources. Lower tax bases and smaller school populations translate into less money, fewer programs, fewer teacher specialists in subject areas, and less money spent on technology and materials.

Distance impedes installation of simple technological tools, such as additional telephone lines into school buildings; it restricts field trips and cultural resources for students and families; it inflates expenses for all enrichment activities. Lack of readily available resources, both monetary and cultural, severely limits educational services in rural areas.

**Economically Disadvantaged**

Overhead/Handout #5 - Economically Disadvantaged

For some children the lack of money in families that are economically disadvantaged:

- Limits the purchase of toys, equipment, books and writing tools.
- Restricts visits to museums, historical sites, new geographic areas, and meeting people who are different from themselves.
- Narrows the opportunity for challenging experiences.

Parents in these families are easily preoccupied with earning money for necessities and find that:

- Their expectations for better things are frustrated.
- They are likely to have a minimal amount of formal schooling and lack information necessary to help their own children.

**Characteristics**

Gifted students from a rural and economically disadvantaged background exhibit characteristics that are different from those of the traditional gifted student.

These special populations are usually overlooked when selection is based on IQ scores and achievement test cutoffs. These children's distinctive characteristics may be viewed as both positive and negative within the context of formal education.

*Appalachian--Indiana*

Overhead/Handout #6 - Characteristics of Rural Disadvantaged Appalachian Gifted Children

Characteristics of rural disadvantaged Appalachian gifted children that detract from gifted and talented identification are as follows:

- Many times rural children will speak a nonstandard regional dialect.
- They may be less verbal in oral communication skills.
- They tend to be passive participants in classroom activities, unless the subject is one of special interest to them.
- They may be relatively unaffected by time pressures, working slowly but meticulously.
- They are likely to be lax in completing assignments and homework.
- They do not perform well on standardized tests.

The strengths of rural disadvantaged Appalachian gifted children are:

- They may show exceptional ability in one subject and average to below average in another.
- They produce written work that may be of high quality in content but of poor quality in grammatical form, spelling, and handwriting.
- They are more likely to demonstrate their strengths outside the classroom in such areas as auto and tractor repair, in knowledge that is specific to their rural environment, in creativity related to 4-H projects, or in musical talent and the performing arts.
- They are likely to perform better on nonverbal than verbal tests.

*Hispanic--New Mexico*

Overhead/Handout #7 - Characteristics of Rural Disadvantaged Hispanic Gifted Children

Characteristics of rural disadvantaged Hispanic gifted children that detract from gifted and talented identification are as follows:

- They may be limited or nonproficient speakers of English.
- They tend to be passive participants in classroom activities.
- They tend to focus on instructional process rather than the end product.
- They are often unmotivated by routine classroom instruction.
- They are not likely to perform well on standardized tests.

The strengths of rural disadvantaged Hispanic gifted children are:

- They are creative in oral storytelling.

- They may score high on math activities, lower on language-related activities, and are inclined to the fine arts.

- They produce written products that may be of high quality in content but poor quality in grammatical form, spelling, and handwriting.

- They are likely to do well with creative and artistic activities and/or ideas.

- They demonstrate higher order thinking skills in oral rather than written form.

- They tend to show a preference for kinesthetic modality.

*African American--South Carolina*

Overhead/Handout #8 - Characteristics of Rural Disadvantaged African American Gifted Children

Characteristics of rural disadvantaged African American gifted children that detract from gifted and talented identification are as follows:

- They speak a nonstandard English.

- They tend to be passive participants in school settings.

- They tend to be unmotivated toward school tasks.

- They tend not to perform well on timed test and activities.

- They have difficulty with tasks that restrict movement.

The strengths of rural disadvantaged African American gifted children are:

- They display rich oral language skills spiced with imagery and humor.

- They have good eye-hand coordination, skilled body movements, and physical stamina.

- They tend to perform better on nonverbal than verbal measures.

- They respond well to concrete experience, are able to solve real-life problems, and can improvise with common materials.

- They are bicultural; equally adept at navigating between African American and mainstream cultures.

Overhead/Handout #9 - Characteristics of Rural Disadvantaged Gifted Children: Traditional, Appalachian, Hispanic, and African American

**Characteristics of Gifted Children: Traditional, Appalachian, Hispanic, and African American**

| Urban/Suburban, Advantaged White Gifted Children | Rural, Disadvantaged Appalachian (White) Gifted Children | Rural, Disadvantaged Hispanic Gifted Children | Rural, Disadvantaged African American Gifted Children |
|---|---|---|---|
| 1. Speak standard English | Speak a nonstandard regional dialect | Speak a nonstandard regional dialect or are limited or non-English speakers | Speak nonstandard English, with standard English as a second language |
| 2. Are verbal and have good communication skills | Are less verbal in oral communication | Are creative in oral storytelling | Oral tradition with language rich in imagery and humor |
| 3. Are active participants in classroom activities | Tend to be passive participants in classroom activities | Tend to show a preference for kinesthetic modality | Often withdrawn in school setting and prefer kinesthetic style of learning |
| 4. Perform tasks within time limitations | Are relatively unaffected by time | Would rather focus on process than product | Use approximate time instead of accurate time |
| 5. Complete classroom assignments and homework | Are likely to be lax in completing assignments | Unmotivated by routine classroom instruction | Motivation and performance lower than Anglo-American children |
| 6. Perform well on standardized tests | Are not likely to perform well on standardized tests | Are not likely to perform well on standardized tests | Are not likely to perform well on standardized measures |
| 7. Perform well in all subjects | May show exceptional ability in one subject and average to below in others | May score high on math activities, less on language related activities and are inclined to the fine arts | Are bicultural--equally adept at navigating between African American and mainstream cultures |
| 8. Produce written work in proper grammatical form with good spelling and legible handwriting | Produce written work that may be of high quality in content but poor quality in grammatical form, spelling, and handwriting | Produce written work that may be of high quality in content but poor quality in grammatical form, spelling, and handwriting | Responsive to the concrete, able to improvise with common materials, and problem-solving orientation rather than high verbal skills in writing |
| 9. Demonstrate their strengths within the academic classroom | More likely to demonstrate their strengths outside the classroom, e.g., knowledge specific to their rural environment, talent in music and the performing arts | More likely to do well with creative and artistic activities and/or ideas | May demonstrate strengths outside the classroom in eye-hand coordination, skilled body movement, physical stamina |
| 10. Demonstrate their strengths within the academic classroom | Are likely to perform better on non-verbal than verbal tests | Demonstrate higher order thinking skills orally | Perform better on nonverbal measures |

**Summary of Special Populations: Rural Disadvantaged Gifted**

Gifted Hispanic and African American children from the populations examined exhibit many traits and behaviors in common with the group of Appalachian gifted children.

Additionally, the two former groups demonstrate characteristics that are specific to their cultures and communities. Oral storytelling (#2, Overhead/Handout 9), for example, is valued as a means to record and report history, and also to entertain and teach important lessons about life.

Other distinctions are:

Hispanic:

- Show a preference for kinesthetic modality.
- Are competitive in the classroom and/or at play.
- Demonstrate higher level thinking skills orally.

African American:

- May prefer a kinesthetic learning style.
- Are sometimes withdrawn in a school setting.

Most rural disadvantaged gifted children do share many common characteristics. However, discrete differences exist within diverse ethnic and cultural populations.

To illustrate, #1 (Overhead/Handout #9) refers to expressive language, but for many Hispanic children English may not be their preferred language, indeed they may not speak English.

An additional example, #10, addresses the kinesthetic style of learning for both African American and Hispanic children.

Typically, teachers do not nominate children for gifted programs if they speak nonstandard or limited English, or if they are animated and active in their learning.

Also, the traditional assessment measures used in our schools do not always consider the cultural influences and learning styles of rural disadvantaged children.

## Role of Teachers

**Introduction**

Classroom teachers are essential to identifying gifted students from special populations. After becoming aware of the characteristics of these students and the importance of identification, the teachers' role is to learn new identification procedures.

**Purpose**

This part of the workshop describes the teachers' role in identifying rural disadvantaged gifted students. The information collected using different methods and procedures is presented in the context of:

- Work samples and test data
- Anecdotal data
- Student contests and products

**Procedure**

Teachers without formal training in gifted education are likely to expect all gifted children to exhibit the characteristics that are normally listed for advantaged gifted children. It is critical that stereotypical expectations are modified.

The next overhead contrasts characteristics typical of advantaged rural gifted children with characteristics often seen in disadvantaged rural gifted children.

Overhead/Handout #10 - Characteristics of Rural Gifted Students: Advantaged and Disadvantaged

Gifted children from disadvantaged rural circumstances who do not display the behaviors in the left column might nevertheless display different kinds of behaviors that *do* mark them as gifted.

To illustrate this, behaviors that might be seen in the classroom can be contrasted with work samples produced by these children.

## Work Samples and Test Data

To illustrate characteristics of rural disadvantaged gifted children consider the following: creative writing samples, the Torrance Streamlined Tests of Creative Thinking, performance areas, and standardized test scores.

Creative Writing Samples

In Overhead/Handout #10, characteristic #8 for disadvantaged rural gifted students states that their written work may be of poor quality in grammar, spelling, and handwriting. This is in direct contrast to advantaged rural gifted students, whose written work will frequently be completed with good grammar, spelling, and handwriting.

| | |
|---|---|
| 8. Produce written work in proper grammatical form with good spelling and legible handwriting | 8. Produce written work that may be of high quality in content but of poor quality in grammatical form, spelling, and handwriting |

When a written assignment is completed with poor grammar, misspelled words, and illegible handwriting, a teacher would certainly not expect the student to be gifted.

*Appalachian--Indiana*

However, to demonstrate that students can produce high-quality creative writing even though the mechanics and appearance are poor, look at the story produced by Molly, an economically disadvantaged rural fourth grader. The story was written in response to an in-class assignment to write a story entitled "The Flying Monkey."

Overhead/Handout #11 - Molly's Story (Indiana)

If Molly's story had been evaluated on the basis of spelling, punctuation, grammatical form, and handwriting, she would have received a failing grade. Fortunately for Molly, her story was judged on the merits of its content. Note the novel names she gives her characters, her creativity in inventing the word "huenormous" to properly describe Suziky's abnormally large wings, and her sequencing skills in ordering the events in the story.

Overhead/Handout #12 - Creative Writing Assessment: Definitions and Scoring

Molly's scores for the writing sample were two for Fluency, two for Flexibility, three for Originality, three for Elaboration 1 (for adding interesting details), and three for Elaboration 2 (for transforming and combining ideas), for a total score of 13. The highest possible score in each category is three, for a total possible score of 15.

*Hispanic--New Mexico*

Rosa is first-generation Hispanic American living in a border town in New Mexico. She is bilingual, with Spanish and English spoken in the home.

Overhead/Handout #13 - Rosa's Story (New Mexico)

Overhead/Handout #14 - Luis's Story (New Mexico)

Rosa's story is well conceived and readable. There are errors in syntax, ("...they went to go see..."), but most teachers could read this without much difficulty or distraction from the story.

What is of interest in this story, and others (See Luis's Story, Overhead/Handout #14) is the sense of isolationism or abandonment that some children write about. While we should approach the interpretation or analysis of these stories with some caution, as adults and teachers we must also be aware that what a child writes about in the form of allegory may represent their own experiences. For example, Rosa writes of being different, begin abandoned, finding a friend who is also different, and then being united with someone large, powerful (bear) and living happily every after. Similarly, Luis writes of loneliness, of being different (too brown, too small), disappreciated (sic) by his family. He too, leaves and finds others who do appreciate him.

*African American--South Carolina*

The following two creative writing samples are by African American children living in South Carolina.

Overhead/Handout #15 - Lashay's Story (South Carolina)

In this writing sample, Lashay's voice is clearly heard. The language and vocabulary are culturally specific, conforming to the child's speech pattern. This story is an example of the use of nonstandard English.

Grammar, punctuation, spelling, and syntax in this story are similar to those noted in Molly's Story. Notice the use of "an" throughout the story, "an man, an monkey," etc., and the run-on sentences without punctuation. Syntax does not conform to standard English, for example, "He just want to go."

On the other hand, Lashay gives a lot of descriptive information about her flying monkey--what he wore, what he did, what others thought about him. Her use of "monkey napped" is appropriate and completely novel.

Her vocabulary is quite advanced for a third-grade student, and the sentence structure goes beyond that expected for written exposition, e.g., "Now this wasn't just an ordinary monkey this was an flying monkey." The use of reported speech interposed throughout the story, almost as an aside, is a mature device which introduces other characters to the reader, and gives the reader additional information about the flying monkey.

It would be a mistake if teachers considered this writing deficient because it fails to conform to standard English. On the contrary, this story is elaborate and certainly innovative.

Overhead/Handout #16 - Shameka's Story (South Carolina)

Shameka uses no punctuation in her story, going from one idea to another without pausing. At first reading, the story challenges the reader to bring coherency and meaning to the string of words. With careful reading, however, continuity and theme emerge, as Shameka expands upon the monkey's exploration of his world. Shameka introduces problems the monkey encounters, problems that are later resolved.

To look beyond the errors in spelling, grammar, and syntax to the theme or central idea the writer is conveying, is to realize that children from culturally and linguistically diverse families have tremendous potential. Given the opportunity, children write what they know from their lives, from their lived experiences. When teachers learn how to read children's texts, they move into the sociocultural context of the child. This enables teachers to guide children as they become more accomplished writers, both in content and form.

Torrance Streamlined Tests of Creative Thinking

*Appalachian--Indiana*

Overhead/Handout #17 - Molly's Torrance (Indiana)

Overhead/Handout #18 - Definitions and Scoring for the Torrance

Molly's responses to the Torrance Tests of Creative Thinking shown in Overhead/Handout #17 illustrate several other characteristics typical of bright, disadvantaged rural children.

Note the difference between her performance on the verbal component (Activity 1) and the nonverbal components (Activities 2 and 3). The difference between the two components is quite dramatic and illustrates characteristic #10 in Overhead/Handout #10.

| | |
|---|---|
| 10. Usually perform equally well on verbal and non-verbal tests | 10. Are likely to perform better on nonverbal than verbal tests |

Molly produces only one appropriate verbal response, yet her nonverbal responses are truly outstanding. Particularly impressive is her originality and the elaboration of each of her drawings. Molly's low verbal and high nonverbal test scores are similar to those obtained by the majority of rural disadvantaged children who are gifted.

For the Verbal Section of the Torrance, Molly received 1 point for Fluency and 0 for Originality, for a total of 1 point.

For the Nonverbal Section, Molly scored 9 (of 14 possible) for Fluency, 9 (of 14 possible) for Flexibility, 6 (of 25 possible) for Originality, and 66 (no ceiling) for Elaboration.

Since Molly completed only seven of the 12 triangles (Activity 3) in the time allowed, she lost five easy points for Fluency, which further illustrates a negative characteristic of disadvantaged rural gifted children (#4 in Overhead/Handout #10).

| | |
|---|---|
| 4. Perform tasks within time limitations | 4. Are relatively unaffected by time pressures; work slowly but meticulously |

However, the elaborate details and exceptional originality of her drawings resulted in a total creativity score that was significantly higher than that obtained by many of the advantaged gifted children who completed all the designs.

Working slowly and doing well on a few items rather than working fast and doing poorly on many items is another characteristic common to many rural disadvantaged gifted children.

*Hispanic--New Mexico*

Overhead/Handout #19 - Maria's Torrance (New Mexico)

On Activity 1, Maria, a bilingual, first-generation Hispanic American fourth grader, chose to write her responses in Spanish. Given the type of prompt requiring *unusual uses* and *ideas others will not think of,* and with the imposition of a time limit, she writes in her primary language. Her production was perhaps increased using Spanish than if she had written in English. It is interesting that of the seven responses for Fluency, four are considered Original. This may indicate that tasks requiring higher level thinking (abstract thought/creative thought), and at this point in her academic career, she has greater facility with Spanish than English. (See comparison below, Jesus's Torrance--Activity 1.)

In the next two exercises, (Overhead/Handouts #19.2 and #19.3) Activity 2 "Incomplete Figures" and Activity 3 "Triangles," her responses are in English. However, in both instances she simply lists her titles: The Hen, The Alien. Even when she provides description, her language proficiency is limited: The curios man and the longest, The sand clock.

She received a total of 30 points for the Nonverbal portion of the Torrance Tests.

For Creative Writing, *The Flying Monkey*, she wrote in Spanish and received the following scores:

Fluency 3, Flexibility 2, Originality 1, Elaboration 1, Elaboration 1 for a total of 8 points.

On the Matrix Analogies Test, she scored at the 83rd percentile nationally and the 95th percentile within her group of 26.

Overhead/Handout #20 - Jesus's Torrance--Activity 1 (New Mexico)

Another child, Jesus, who is also bilingual, writes the verbal portion of his Torrance Tests of Creativity in English.

He gives a list of uses beginning with "I can used..."

Jesus scored 6 for Fluency, and 0 for Originality.

Teachers who don't consider language differences in assessment often confuse or equate a child's limited English or nonstandard English with a lack of ability.

*African American--South Carolina*

Overhead/Handout #21 - Thomas's Torrance--Activity 2 (South Carolina)

Thomas is an African American child living in South Carolina. His responses in Torrance Activity 2 "Incomplete Figures" provide examples of the following characteristics:

- Perform better on nonverbal measures.
- Use approximate time instead of accurate time.

Thomas carefully completes the first of the incomplete figures; details and shading are added. (Note the details on the ears, and the additional items added beyond the initial response--sun, tree, foreground.) This perhaps indicates that he envisioned the final outcome as a total scene.

On Figure 2, he adds a few significant details, but the overall effect is not original, and the quality of the work is not at the same level as Figure 1.

It would appear that Thomas concentrated primarily on Figure 1, and he did not have sufficient time to complete Figure 2.

Overhead/Handout #22 - Leroy's Torrance--Activity 3 (South Carolina)

Leroy is also an African American student in South Carolina. Whereas most children worked on individual triangles, Leroy approached this task with the idea of incorporating all 12 triangles into one cohesive theme--a castle. Each triangle is systematically connected and the symmetry maintained throughout, with the exception of one line drawn on the right side between the second and third triangles.

Did Leroy view this task as a problem to be solved? Did he mentally construct the castle before beginning, or should we assume that this arrangement was haphazard and just happened to evolve as a castle? Connecting lines are fairly uniform, and the overall impression is one of precision, but with no detail. Few erasures are detected on this page, perhaps indicating his planning.

Standardized Intelligence and Achievement Tests

Referring again to Overhead/Handout #10, characteristics #6 and #7 for advantaged rural gifted students are typical of most traditional gifted students: 6) Perform well on standardized tests, and 7) Perform well in all subjects.

The corresponding characteristics for gifted children who are *disadvantaged* and rural state that these children: 6) Are not likely to perform well on standardized tests, and 7) May show exceptional ability in one subject and average to below average in others.

*Appalachian--Indiana*

The following profile of Johnnie is representative of a disadvantaged rural gifted student.

Overhead/Handout #23 - Johnnie's Standardized Scores (Indiana)

Johnnie's fourth-grade standardized Language Arts achievement test scores obtained on the Comprehensive Test of Basic Skills (reported in percentiles) were as follows:

| | |
|---|---|
| Vocabulary 31 | Language Mechanics 18 |
| Comprehension 78 | Expression 69 |
| Reading Total 55 | Total Language 45 |

Note the wide discrepancies between Johnnie's high reading comprehension and low vocabulary scores and his high language expression and low language mechanics scores. Discrepancies such as these are typical of children from rural cultural backgrounds.

Johnnie's other total scores (in percentiles) were as follows:

| | |
|---|---|
| Total Mathematics 52 | Spelling 18 |
| Study Skills 70 | Science 91 |
| Social Studies 55 | |

Note that none of Johnnie's standardized Language Arts test scores are what would traditionally be expected from a child who had been designated as gifted.

The one subject area in which Johnnie shows exceptional ability on a standardized test is Science, with a score in the 91st percentile; all other scores are average to below average, again illustrating the characteristics of a rural disadvantaged gifted child.

Johnnie's exceptionally high score in science reflects his environmental interests and background. Hunting, fishing, and the folklore of the woods are the major enrichment experiences available to him. His daily chores include feeding the pigs that are being raised to help feed the family.

After a workshop in which teachers critiqued work samples produced by disadvantaged rural gifted children, Johnnie's fourth-grade teacher nominated him for a gifted program (Project SPRING).

The teacher reported, "Johnnie knows more about wood than most people and knows what firewood puts out the most heat. When we have a class discussion, Johnnie shows more insight and depth of understanding than anyone else in class."

In addition to his highly variable achievement test scores, Johnnie obtained an IQ of 77 on the Otis-Lennon School Ability Test. Some theorists in gifted education have hypothesized that lowered IQ of rural children may be related to poorer educational facilities in rural communities. An equally plausible explanation might be that items on verbal tests favor the acculturation experiences of urban children. Johnnie, never having seen an escalator, would have difficulty describing one. Yet, he knows more about wood, raising pigs, and hunting and fishing than most children his age. Unfortunately, questions involving escalators are more likely to appear on aptitude tests than questions about firewood and raising pigs.

Nevertheless, an IQ score of 77 written on a child's permanent record card does cause serious doubt about the child's abilities. However, Johnnie's lack of urban experiences, coupled with his high reading comprehension and language expression scores, as well as his teacher's awareness of his critical thinking abilities, are strong indicators that his low performance on the Otis-Lennon was an invalid measure of his intelligence.

*Hispanic--New Mexico*

Overhead/Handout #24 - Rosa's Standardized Scores (New Mexico)

Overhead/Handout #25 - Rosa's Torrance--Activity 3 (New Mexico)

Overhead/Handout #13 - Rosa's Story (New Mexico)

Rosa is first-generation Hispanic American living in a border town in New Mexico. She is bilingual, with Spanish and English spoken in the home.

Rosa's fourth-grade standardized achievement scores on the Iowa Test of Basic Skills (reported in percentiles below) are not exceptional, and they would not make her eligible for most gifted and talented programs:

Vocabulary 40
Reading 51
Math 77
Science 51

On the Teacher/Staff Inventory Rosa receives 45 points of a possible 54 total--the highest score of 13 students nominated by the classroom teacher.

There is no Parent or Community Inventory. However, Rosa completes the Student Self-Evaluation and nominates herself for Project SPRING, receiving 62 points of possible 75 total.

On the identification measures used by Project SPRING, Rosa scored the following:

Torrance Tests of Creativity
Verbal 15
Nonverbal 34

This placed her at the 84th percentile, and ranked her 6th within a group of 37 peers.

Creative Writing Sample
Fluency 3
Flexibility 3
Originality 3
Elaboration 2
Elaboration 2

Total 13 of a possible 15

On the Creative Writing Sample, Rosa ranked 3rd within her group of 37 peers.

Matrix Analogies Test
Group Percentile 88
National Percentile 70

Although her standardized achievement test scores would not support nomination for a gifted program, Rosa exhibits a number of positive attributes that merit further examination. Her scores on the Torrance Tests of Creativity, and the Creative Writing Sample, indicate emerging talent potential requiring guidance and direction if it is to be sustained.

Rosa's Student Self Evaluation, supporting her nomination to Project SPRING, reveals an affirmative attitude that is characteristic of children who are resilient and focused. Such children develop a sense of autonomy, are active and sociable, and skillfully elicit support from a caring adult, who then advocates on behalf of that child.

*African American--South Carolina*

Overhead/Handout #26 - Lashay's Standardized Scores (South Carolina)

Overhead/Handout #15 - Lashay's Story (South Carolina)

Lashay is a fourth-grade African American living in a small rural community in South Carolina. Her standardized achievement measures (reported in percentiles) are as follows:

Metropolitan Achievement Test (MAT) 7
Reading Total 92
Language Total 93
Math Total 78
Total Battery 88

Otis-Lennon (OLSAT) 103

Raven's Progressive Matrices 75

On the identification measures used by Project SPRING, Lashay scored the following:

Torrance Tests of Creativity
Verbal 9
Nonverbal 61

Creative Writing Sample
Fluency 3
Flexibility 3
Originality 3
Elaboration 3
Elaboration 3

Pioneer Day
Product 8
Interview 6

Although Lashay received high scores for Total Reading and Total Language on the MAT 7, she did not qualify for her school's gifted and talented program. South Carolina uses a weighted matrix (profile) which considers the following information: Aptitude/Intelligence (45 points allowable), Achievement (45 points allowable), and Performance (10 points allowable). When factored together, the above information provides a total profile score. Students must achieve 90 points or above to qualify for the state-funded gifted and talented program. While Lashay would receive the maximum number of points for performance, she would not acquire the requisite points for aptitude/intelligence. This single criterion effectively eliminates Lashay from the gifted program.

Lashay was selected for Project SPRING on the basis of her Creative Writing Sample, Torrance Tests of Creativity, and the Pioneer Day Contest. Her story of the Flying Monkey was written when she was in the second grade and is both imaginative and original. (See Overhead/Handout of Lashay's Story.)

## Anecdotal Data

Anecdotal information and examples from Parent Information Forms illustrate other characteristics of rural disadvantaged gifted children.

The Parent Information Form reveals behaviors that children exhibit at home that may not be apparent during the school day, particularly if the child tends to be a passive participant in classroom activities.

*Appalachian--Indiana*

Overhead/Handout #10, characteristics #3 and #9 for Disadvantaged Rural Appalachian Gifted Students are:

3. Tend to be passive participants in classroom activities

9. Are more likely to demonstrate their strengths outside the classroom

Overhead/Handout #29 - Sample Anecdotes--Parent Information (Indiana)

Parents are asked on this form to answer questions and give examples that apply to their child's ability or interest in fixing things, making things, collecting things, writing things, and reading things. Parent information provides rich data about a child's out-of-school accomplishments. Such information should receive serious consideration when identifying students for gifted programs.

The following information from Parent Information Forms illustrates abilities and behaviors that are distinct from those of the average child of corresponding age:

"**Evan** is very good at figuring out how things are put together. He was 4 when his Dad bought a wheel barrow. My husband had the instructions but was having to try to figure them out. He left the room. When he returned Evan had assembled it and my husband tightened the bolts down.

. . . made a chair when he was 4. He made it out of scrap wood, with a back and 4 legs and you could actually sit on it. He also made a ladder.

. . . built a go cart in the third grade. It is made out of wood, you sit in it and steer with your feet. The only help he had was puttin on the wheels, otherwise he built and designed it by himself,

. . . he absolutely loves to build and hammer. He is extremely talented at building and designing things."

"**Rhonda** has made games--word searches, mazes, card games, and board games --since she was 5 years old.

She has written short stories and humorous things since before she actually could write; she told her stories to her brother and sister and had them write them for her.

Rhonda is really interested in making things--anything to do with building and creating out of any available materials or scraps.

. . . has been able to do perspective drawings since she was 6 years old.

"**Allen** collects baseball cards. He uses price guides to determine the value of the cards and sells them. (He is quite good at making a profit).

. . . is very good in math and enjoys business. He has been particularly interested in his father's flea-market business since he was in the first grade. He is very good at earning money and finding ways to profit. Maybe he'll be a tycoon when he grows up!"

"**Jimmy** works on diesel engines, repairing, greasing, tightening bolts, washing, changing oil, etc.; he has done this for 3-5 years.

. . . he builds cars and trucks with legos, collects cars and trucks, draws diesels every day (and draws horses)."

*African American--South Carolina*

Overhead/Handout #30 - Sample Anecdotes--Parent Information (South Carolina)

The following are responses obtained on South Carolina's Parent Information Survey:

*Does your child fix or make things? How long has she/he been doing this?*

M.H. "any things he put his mine to do he can do it sent 7"
(since age 7)

R.H. "well, he tore his bike down, fixed it back. He tinkles around with radios. When he was 9"

Z.T. "...was hungry and couldn't wait for anyone to fix her food so she did it and got a spanking. For 2 years"

*Describe the talent. How long has he/she done this?*

Z.T. "She lies excessively, but she dances well. All of her life."

M.H. "He love to sing church songs sent 1 until now"

W.C. "...like to repeat stories he has read"

*Your child is really interested in:*

Z.T. "Eating and Be nosey"

W.C. "Computers"

M.H. "Learning"

R.M. "Drawing, playing sports"

*Something that hasn't been mentioned that I would like to tell you about my child:*

T.W. "T. is very smart but I worry about how much common sense she has.

Overhead/Handout #31 - Teacher Information Form

Anecdotal data collected from teachers can also be very useful in assessing students' abilities. A Teacher Information Form has been developed to assess creativity, critical thinking, leadership, humor, and special-interest areas.

Overhead/Handout #32 - Sample Anecdotes--Teacher Information (South Carolina)

The following are samples of anecdotal information collected from teachers in South Carolina:

*Produces solutions and ideas that others do not think of.*

T reasons very well. She solves problems encountered during storytime and when asked high level questions, she speaks out.

*Influences other children to do things he/she initiates.*

She is definitely a leader. It doesn't take much for her to influence others.

*Tries to be funny. He/she is amusing in writing, drawings, or role playing. Makes up humorous jokes; tells about her/his experiences with humor.*

T loves to write and role play. She enjoys writing funny fantasy stories. She also likes to imitate funny actors and actresses.

*Has a sustained/enduring interest in a subject, e.g., science, math, literature...*

T always tries to figure out different ways to work math problems. She loves to read novels. Whatever she reads she shares it with the class.

*Hispanic--New Mexico*

Overhead/Handout #33 - Parent Inventories (New Mexico)

In New Mexico, a committee of parents, teachers, community representatives, and students made the decision to use inventories to solicit information on children. The inventories required a respondent to rate a student from 0-3 on 25 items. These 25 items reflected the characteristics considered by that community to be gifted characteristics within its cultural and social context. Using this form, rather than an open-ended questionnaire, allowed respondents with limited proficiency in English to complete the form with minimal assistance.

While this method may not produce the quality of information found in the Parent Information Form, it does afford yet one more piece of information on a child.

Overhead/Handout #34 - Teacher Inventory--English (New Mexico)

The Teacher Inventory provided an expedient method of collecting teacher information and reflects those gifted characteristics defined by the community. It allows teachers to rank students on a scale from zero to three.

Overhead/Handout #35 - Student Self-Evaluation--Spanish (New Mexico)

Overhead/Handout #36 - Community Inventory--English (New Mexico)

## Student Contests and Products

Student products provide innovative ways to uncover aptitudes and abilities of the rural disadvantaged gifted. Products allow comparison and assessment of their abilities and aptitudes with those of urban/suburban advantaged students.

A successful way to collect products is with in-school contests involving all students across a grade level. Each student's finished product is judged; an individual student interview allowing students to elaborate, explain, and talk about the product is also judged.

In such a contest, the negative characteristics of rural disadvantaged gifted are secondary to the interest and enthusiasm that freedom of choice generates.

Overhead/Handout #9 - Characteristics of Gifted Children: Traditional, Appalachian, Hispanic, and African American

Contests give students an opportunity to express themselves in a nontraditional school setting. Many positive outcomes may be generated as a result:

- The children become active participants (#3).

- They extend their verbal abilities to communicate their ideas (#2 and #10).

- They are provided with motivation and activity (#5).

- They are given ample time to complete the activities (#4).

- They are allowed the choice of hands-on activities (#9 and #10) or classroom-type, if they prefer.

- Their performance rating does not depend on a standardized test or a written product (#6 and #8).

Contests allow students' individual interests and talents to be expressed in nontraditional, nonverbal, and creative ways:

- The children may choose one of the areas because of their personal ability or strength in a particular subject (#7).

- They can show content depths and abilities without writing (#8).

- Products are in the realm of real life rather than classroom related (#9).

- Children can respond to the concrete and improvise with common materials (#8).

Pioneer Contest

Performance in an in-school Pioneer Contest was a major influencing factor in the selection of sixteen of the twenty-five rural disadvantaged gifted children selected for Project SPRING the first year.

The Pioneer Contest followed a study of pioneer life for 120 fourth-grade children, with an imaginary setting in a local forest. Children chose one of seven contests and were given one hour to complete their choice. Each contest emphasized one or more of Howard Gardner's multiple intelligences. Some of the more popular contest choices were:

- Using materials from nature, build a dwelling for the evening. Explain how it will protect you from the things you might run into. (SPATIAL AND KINESTHETIC)

- Draw a picture of a new plant or animal you have seen in the woods. Tell everything you know about it. (VISUAL/SPATIAL)

- Make a musical instrument from natural materials and make up a song about it based on your experiences in the woods. (MUSICAL)

Many types of materials were provided, including leaves, pipe cleaners, twigs, rocks, acorns, wire, twine, drawing paper, and glue. Children were allowed to select unlimited quantities of materials to complete their projects.

As each student completed his or her project, the student participated in a videotaped interview that followed. Students described their project, why they chose it, how they felt about it, and how they would have changed it if they had more time.

Two independent judges evaluated the products and student interviews on the basis of each student's creativity, critical thinking, logic, and reasoning ability.

The following video shows portions of a Pioneer Contest. Notice the enthusiasm and total commitment to the projects from *all* of the students when they have choices that meet their interests and choices for unlimited resources.

The abilities being measured in this contest are 1) critical thinking, 2) reasoning, 3) logic, and 4) creativity, rather than craftsmanship.

VIDEO - Pioneer Contest

Storytelling Festival--South Carolina

This activity was included in the South Carolina identification process.

As a group, African Americans have an oral tradition with language rich in metaphors. If verbal ability is one of the most often cited characteristics of gifted students, then storytelling may provide an avenue for the expression of these verbal talents in African American students.

Participation, rather than competition, is emphasized; each participant receives a paperback book.

An evaluation form (Overhead/Handout #38) considers criteria such as clear storyline, characterization, and kinesthetics.

Overhead/Handout #37 - Storytelling Instructions (South Carolina)

Overhead/Handout #38 - Storytelling Evaluation Form (South Carolina)

Overhead/Handout #39 - Storytelling Sample (South Carolina)

In South Carolina, a high score on storytelling often occurred with a high score on the writing sample, demonstrating high verbal ability. This ability frequently goes unrecognized because it is manifested in nonstandard English.

Students may use facial expressions, gestures, and movement to tell their stories. One of the outstanding examples was "The Story of Spiderman" told by a fourth-grade African American (Overhead/Handout #39). He added a grandmother to the story and constructed elaborate dialogues for Spiderman. He used movement and moderated his voice intonation to illustrate action and characters.

## Additional Standardized Measures

Many school districts identify gifted and talented children using a definition based on intelligence and measured on a standardized group or individual IQ test.

This absolute use of standardized intelligence test summary scores fails to consider ethnic, gender, economic, and geographic factors in a student's life that may influence the outcome of such tests. Moreover, such tests are normed without regard to demographic differences of a child.

Legislation in New Mexico and South Carolina has endorsed an identification procedure that extends beyond standardized achievement and IQ tests to include measures demonstrated to be effective in identifying underrepresented populations. Two of these innovative measures were adopted by Project SPRING: the Matrix Analogies Test with Hispanic American children and the Raven's Standard Progressive Matrices with African American children. Both tests are figural, thus eliminating the advantage or the disadvantage language typically performs in assessment.

When compared with the WISC-III, the Matrix Analogies Test appeared equally as useful as a screening test, and correlated significantly with Stanford-Binet (Prewett, P. N., 1995).

The Matrix Analogies Test-Short Form (MAT-SF)--New Mexico

Overhead/Handout #40 - Matrix Analogies Test - Short Form (MAT-SF) Sample

Recent legislation in New Mexico has mandated that school districts must identify gifted students who are culturally and/or linguistically diverse. This legislation further indicates that alternative measures be used for the identification of these students.

One Project SPRING school, looking for appropriate alternative instruments for culturally diverse students, used the MAT-SF to identify potentially gifted students.

The Matrix Analogies Test-Short Form has been recognized as a viable instrument for identifying students' problem-solving skills. It measures nonverbal ability of students with and without disabilities, ages 5-17.

The MAT assesses pattern completion, reasoning by analogy, serial reasoning, and spatial visualization in a culture-free manner.

The MAT has been compared with the Wechsler Intelligence Scale for Children-III (WISC-III), the Kauffman Test of Education Achievement-Brief Form (KTEA-BF), and the Stanford-Binet Intelligence Test, Fourth Edition. Results indicate that the MAT correlated significantly with these instruments and appeared equally useful as a screening test (Prewett, 1995; Prewett & Farhney, 1994).

Raven's Progressive Matrices Section 3, Standard Progressive Matrices--South Carolina

Overhead/Handout #41 - Raven's Standard Progressive Matrices Sample

The Standard Progressive Matrices were originally designed to cover the widest possible range of mental ability and to be equally useful with persons of all ages, whatever their education, nationality, or physical condition.

The scale is made up of five sets, or series, of diagrammatic puzzles exhibiting serial change in two dimensions simultaneously. Each puzzle has a part missing, which the person taking the test has to find among the options provided.

The scale consists of 60 problems divided into five Sets (A,B,C,D, and E), each made up of 12 problems. In each Set the first problem is, as nearly as possible, self-evident. The problems which follow build on the argument of those that have gone before and become progressively more difficult.

The scale is designed to provide a reliable estimate of a person's capacity to think clearly when allowed to work steadily, at his or her own speed, from the beginning to the end without interruption. It covers the whole range of intellectual development, from the time a child is able to grasp the idea of finding a missing piece to complete a pattern, to the levels of ability required to form comparisons and reason by analogy.

To ensure sustained interest and freedom from fatigue, each problem is boldly presented, accurately drawn, and, as far as possible, pleasing to look at.

The Ravens Progressive Matrices correlates with other measures of general intelligence. Because it does not involve language, or other aspects of acquired intelligence, the Raven is a far better measure of pure potential than tests such as the WISC-R (Saccuzzo, D.P., Johnson, N.E., Guertin, T.L., 1994).

Teachers in South Carolina elected to give this test because it is nonverbal, approved as a valid measure of aptitude for state funding, and no cost was involved. (African American children at three schools in South Carolina served as norming samples for Dr. John Raven.)

Twenty-four students from the three school sites, grades 2-4, scored at or above the 95th percentile, qualifying them for participation in the schools' gifted and talented programs.

**Summary of Identification Awareness**

Identification of special populations of gifted students can be accomplished when teachers become aware of the characteristics of these students. Teachers must understand and know that not all gifted students exhibit traditional characteristics of the stereotypic gifted student.

Rural disadvantaged gifted students come from unique backgrounds with unique problems requiring special understanding, but it is a background that also engenders special values and attributes. Understanding these students and recognizing their distinct characteristics will provide the awareness necessary for in-school identification by classroom teachers.

Development of expertise in comprehensive assessment using innovative methods will provide teachers with the tools needed to identify these underserved children.

Overhead/Handout #42 - Workshop Evaluation Form

## NONTRADITIONAL IDENTIFICATION INSTRUMENTS AND PROCEDURES WORKSHOP

### Introduction to Nontraditional Identification Instruments and Procedures Workshop

**Purpose**

The purpose of this workshop is to prepare teachers to use innovative procedures and instruments to identify rural disadvantaged gifted students for appropriate program placement. Seven procedures used successfully with diverse populations (rural disadvantaged gifted Appalachian children in southern Indiana, Hispanic children in New Mexico, and African American children in South Carolina) are discussed, along with student work samples. These seven comprehensive approaches are:

- Contests
- Creative Writing Samples
- Torrance Streamlined Tests of Creative Thinking
- Storytelling Festival
- Parent Information
- Adult/Community Information
- Teacher Recommendations

**Getting Ready**

Prepare the following MATERIALS for each activity:

**For the CONTEST activity:**

pencils (colored, regular)
theme paper
drawing paper
markers
leaves
twigs
rocks
feathers
acorns
chestnuts
evergreen branches
cloth
glue
newspapers
prizes and certificates (optional)
tape recorder
audio tapes
2 camcorders
videotapes
craft sticks
modeling clay
pipe cleaners
floral wire
thin wire
yarn
baling twine
string
rope
clothespins

Overheads and Handouts:
#1 - Pioneer Contest - Activity Choices
#2 - Pioneer Contest - Scoring
    Indiana
    South Carolina
#3 - Questions for Interviews
#4 - Comments from Pioneer Contest Interviews
#5 - Instructions for the Pioneer Contest
#6 - Characteristics of Gifted Children: Traditional, Appalachian, Hispanic, and African American

Video:
Contest Interviews

**For the CREATIVE WRITING SAMPLE activity:**

plain writing paper
pencils

Overheads and Handouts:
#7 - Creative Writing Assessment
#8 - Directions for Scoring Creative Writing Samples
#9 - Scoring of Creative Writing Samples
#10 - Creative Writing Evaluation Form
#11 - Student Story Samples
    Indiana
    New Mexico
    South Carolina

**For the TORRANCE STREAMLINED TESTS OF CREATIVE THINKING activity:**

Overheads and Handouts:
#12 - Torrance Tests of Creativity - Copy
#13 - Student Torrance Samples
    Indiana
    New Mexico
    South Carolina
#6 - Characteristics of Gifted Children: Traditional, Appalachian, Hispanic, and African American
#14 - Definitions and Scoring for the Torrance
#15 - Directions for Administering the Torrance Tests of Creative Thinking

**For the STORYTELLING FESTIVAL activity:**

Overheads and Handouts
#16 - Storytelling Contest
    Instructions
    Evaluation Form
    Storytelling Sample

**For the PARENT INFORMATION FORM activity:**

Overheads and Handouts:
#17 - Parent Information Form
Indiana
New Mexico
South Carolina
#18 - Parent Information Sample Anecdotes
Indiana
South Carolina
#6 - Characteristics of Gifted Children: Traditional, Appalachian, Hispanic, and African American
#19 - Parent Information Collection - Instructions
#20 - Sample Letter--Parent Information

**For the ADULT/COMMUNITY INFORMATION SURVEY activity:**

Overheads and Handouts:
#21 - Community Organization
Instructions
Community Organizations and Individuals
#22 - Survey of Adult Community Members
Indiana
New Mexico
#23 - Examples of Information Obtained From Adult/Community Survey - Indiana

**For the TEACHER INFORMATION FORM activity:**

Overheads and Handouts:
#24 - Teacher Information Form
Indiana/South Carolina
New Mexico
#25 - Sample Anecdotes - Teacher Information (South Carolina)
#26 - Workshop Evaluation Form

This workshop will demonstrate new procedures and instruments to identify rural disadvantaged gifted students. The following seven procedures are different from the traditional methods used in identifying gifted children.

- **Contests**, using products to measure creativity, critical thinking, and problem solving abilities

- **Creative writing samples**, assessing creativity by measuring fluency, flexibility, originality, and elaboration

- **The Torrance Streamlined Tests of Creative Thinking**, including both verbal and nonverbal measures of originality, fluency, flexibility, and elaboration

- **A Storytelling Festival**, assessing fluency and creative expressive oral language

• **A Parent Information Form**, collecting anecdotal data concerning abilities outside a classroom setting

• An **Adult/Community Information Survey**, looking at unusual abilities documented by adults other than teachers

• **A Teacher Information Form**, reflecting a new teacher awareness of gifted children, replacing the traditional teacher recommendations

Workshop activities involve participating in a contest, a creative writing activity, a test of creativity, and learning how to prepare and evaluate the identification procedures. Information from workshop participants will be collected and evaluated as the workshop proceeds.

## Contests

### Introduction

One of the best methods of measuring abilities of rural disadvantaged gifted students is to collect product samples from contests, projects, and hobbies. In-school contests allow every child to have equal access to materials with a variety of choices encompassing a wide range of interests.

### Purpose

The objectives of a contest are:

• To identify abilities that are not readily visible in an academic setting.

• To measure creative thinking, critical thinking, logic, and problem-solving abilities.

### Procedure

Workshop simulation of a Pioneer Contest* will demonstrate how to prepare, execute, and evaluate a contest for school or classroom use.

1. Prepare the following handouts for each workshop participant:

#1 - Pioneer Contest - Activity Choices
#2 - Pioneer Contest - Scoring
Indiana
South Carolina
#3 - Questions for Interviews
#4 - Comments from Pioneer Contest Interviews

#5 - Instructions for the Pioneer Contest

**This Pioneer Contest was developed by Martha Nice, Gifted and Talented Coordinator and Walda Tower, Gifted and Talented Teacher Liaison, at Throop Elementary School, Paoli Community School Corporation, Paoli, Indiana.*

2. Label seven tables or work areas with the contest activity number and directions for each activity. Place the following materials on the appropriate tables:

**Table #1** (Draw a map...)

drawing paper, colored pencils, markers

**Table #2** (Build a dwelling...)

| | |
|---|---|
| leaves | craft sticks |
| twigs | modeling clay |
| rocks | pipe cleaners |
| feathers | floral wire |
| acorns | thin wire |
| chestnuts | yarn |
| evergreen branches | baling twine |
| cloth | string |
| glue | rope |
| newspapers | clothespins |

**Table #3** (Tell a story...)

tape recorder and tapes

**Table #4** (Show how you would measure...)

paper, regular and colored pencils

**Table #5** (Draw a picture...)

drawing paper, colored pencils

**Table #6** (Compose a song or make an instrument..)

tape recorder and tapes
natural materials for making instruments

**Table #7** (Create a system to communicate...)

may use any available materials

3. Two areas for interviewing, with camcorders and videotapes, and copies of Handout #3 - Questions for Interviews.

4. Certificates and prizes (optional)

Overhead/Handout #1 - Pioneer Contest - Activity Choices

Distribute the Pioneer Contest handout to workshop participants. Go over the seven activities included in the contest and discuss the specific area of intelligence each activity targets.

Participants decide to do one of the seven activities that are designed to help them survive in the woods. They may use any previous knowledge, but should be receptive to new ideas they may generate.

After deciding on an activity and collecting any materials, participants work at the table specific to their activity.

Participants will have fifteen minutes to complete the exercise. Prizes and certificates for the most creative may be awarded.

Activity Period of 15 Minutes

**Interviewing**

At least two people should be available to do the interviewing; the number will depend on the number of participants in the workshop.

After answering questions for the interview (Handout/Overhead #3), each participant may conduct the next interview. Continue until everybody has been interviewed.

**Evaluation**

Before beginning the evaluation discussion, explain that elementary students should be allowed one hour to complete their projects and sit for an interview.

In a school setting, the cafeteria or any other large room is the best place to arrange a contest. Each class in the grade level should have an opportunity to participate in the contest. Schedule classes so there will not be too many students at one time.

Overhead/Handout #5 - Instructions for the Pioneer Contest

Discuss any questions about procedures and details of conducting the contest.

Overhead/Handout #2 - Pioneer Contest - Scoring

Discuss areas that may be of concern. Give total scores and compare high and low.

Overhead/Handout #4 - Comments from Pioneer Contest Interviews

Discuss the quality of the children's comments and the observations made by the judge.

Overhead/Handout #2 - Pioneer Contest - Scoring

Workshop participants may use the scoring sheets to score videos of some actual contest interviews.

Video - Student Interviews

Score and discuss after each interview.

Summary

To summarize the use of contests for identification of rural disadvantaged gifted students, review the characteristics of these gifted children from the Identification Awareness Workshop.

Overhead/Handout #6 - Characteristics of Gifted Children: Traditional, Appalachian, Hispanic, and African American

Contests generate many positive outcomes for the students, as can be illustrated by looking again at the lists of characteristics of rural disadvantaged gifted children. Even the negatively perceived, detractor characteristics become positive.

- The children become active participants (#3).
- They extend their verbal abilities to communicate their ideas (#2 and #10).
- They are given ample time to complete the activities (#4).
- They are allowed the choice of hands-on activities (#9 and #10) or classroom-type, if they prefer.
- Their performance rating does not depend on a standardized test or a written product (#6 and #8).

The characteristics that focus on the children's strengths may be highlighted by the contest choices the children make.

- The children may choose one of the areas because of their personal ability or strength in a particular subject (#7).
- They can show content depth and abilities without writing (#8).
- Products are in the realm of real life instead of classroom related (#9).

Product scoring will reveal critical thinking, creativity, and problem-solving abilities that may be obscured in regular academic activities.

## Creative Writing Samples

Introduction

An excellent method to determine students' creativity in writing is by collecting writing samples. Writings generated in response to a prompt given in an open atmosphere at school are assessed for creativity.

Purpose

The objectives of collecting creative writing samples are:

- To identify students who demonstrate unusual writing talents.

- To identify creative and critical thinking and imagination.

**Procedure**

The first priority of collecting writing samples for assessing creativity is to make sure that there is a creative atmosphere, or at least an open atmosphere. To establish such a setting, begin by brainstorming--collecting any and all ideas from everyone.

The rules of brainstorming are to hear as many ideas as possible. Any ideas are acceptable. Listen to what others say; their ideas may generate new ideas. Ideas should be collected quickly and informally.

The first topic for brainstorming is "animals."

- Name as many kinds of animals that you can.
- What kind of animals do you find in a zoo?
- What are some imaginary animals--ones from stories and ones that you can make up?

This simple, but innovative exercise guides participants as they begin the creative writing exercise:

The title of the story is "The Flying Monkey." Misspelled words do not matter.

This writing activity will take 15 minutes.

Activity Time 15 Minutes

Stories may be shared. Discuss the reasons for using an innovative prompt--The Flying Monkey. Other ideas for imaginative stories about animals with a divergent characteristic are:

"The Duck That Won't Quack"
"The Cat That Won't Scratch"
"The Lion That Won't Roar"

(from "Flying Monkeys And Silent Lions," E. Paul Torrance, *Exceptional Children*, Nov 61, pp 119-127.)

Topics based on divergent ideas using familiar subjects tend to free the writer's imagination and produce interesting writing samples.

**Assessment of Creative Writing Samples**

Overhead/Handout #7 - Creative Writing Assessment

Creative writing samples are *not* scored on the basis of misspelled words, incorrect grammar, or poor handwriting. All writing samples are evaluated for creativity, with ratings for the following areas:

| AREA OF CREATIVITY | DEFINITION |
|---|---|
| Fluency | has many ideas;<br>has large number of reasons why |
| Flexibility | see things in different ways;<br>has a variety of reasons |
| Originality | offers unique, unusual ideas |
| Elaboration 1 | adds interesting details |
| Elaboration 2 | transforms or combines ideas |

Scoring

To avoid the possibility of bias in scoring, writing samples should be coded with numbers and names should be concealed or removed.

Overhead/Handout #8 - Directions for Scoring Creative Writing Samples

1. Two raters read all compositions for an initial impression. The raters should not be a teacher or person who will recognize the handwriting.

2. Each writing sample is then read individually a second time and scored holistically by the two raters.

3. The raters score each sample on creativity only.

4. Incorrect syntax, grammar, spelling, or other writing mistakes that may confound the scoring of creativity are *not* considered.

5. Separate evaluation forms are used for the two raters; a third form combines or averages the scores for the final rating.

6. In the case of a wide discrepancy in scores, a third party should read the sample and make the final judgment.

Overhead/Handout #9 - Scoring of Creative Writing Samples

Scoring criteria are given in Overhead/Handout #9, along with examples and a brief rationale for specific scores. This handout goes into a detailed explanation and should be used initially. Once the raters are familiar with these standards, the abbreviated version included in the Creative Writing Evaluation Form (Overhead/Handout #10), may be convenient.

Overhead/Handout #10 - Creative Writing Evaluation Form

The scoring used for each category is as follows:

3 = Frequently
2 = Sometimes
1 = Seldom
0 = Never

Each category can receive a maximum of three points, with a maximum composite score of 15 points for the creative writing sample.

Activity

Using Student Story Samples, assess the creative writing of two fourth-grade children (Indiana and New Mexico), and a second-grade child (South Carolina) using the criteria discussed above.

Overhead/Handout #11.1 - Student Story Sample: Indiana - Fourth Grade

Story Text

Once there was a flying monkey. He flew all over the world. His name was Flyer. Flyer had adventures with other foreign people. Flyer had got this kind of liquid in him that made him fly. He went to Hong Kong, Japan, Korea, England, Rome and Canada. Flyer is the fastest flying monkey ever. He is funny and speaks English. He has made front pages on newspapers everywhere. Flyer never hurts anyone. But one day Flyer went back to America. He thought, " I bet Ameriac, *ameriac*, or however you say it, hasn't changed."

When Flyer got back, he was put in a circus. He learned to do flips and other things. But he died of not flying anymore. So he died while doing an act. He died just yesterday afternoon.

That's the story of Flyer, the flying monkey.

Overhead/Handout #11.2 - Student Story Sample: New Mexico - Fourth Grade

Story Text

Once in a forest unknown on the other side of the world, there lived monkeys but they flew. They all flew like giant birds over the unknown land. If someone came close they would knock it out. There was always one monkey that attacked first. He was also the smartest monkey of all. That is why he is the king. He would even know that he can't lose to anyone. So that land will never be found until the monkeys all die. The man who touched the land went in a submarine. But the monkey saw him and almost got him, but he escaped. No one has gotten closer than that.

Overhead/Handout #11.3 - Student Story Sample: South Carolina - Second Grade

Story Text

The flying monkey is very funny and really brave. Since he is flying he is brave. The flying monkey is very nosey. The flying monkey can be seen but can't be caught from the people from the ground. Only from people that is in the sky with flying things and only flying things. The flying monkey can high dive, too. From the sky the flying monkey can see people and they look like real toys. The flying monkey can do many things. He can be many things, too. Everybody like the flying monkey.

## Torrance Streamlined Tests of Creative Thinking

### Introduction

The Torrance Streamlined Tests of Creative Thinking Demonstrator Form A is another effective way to measure creativity. It is a fifteen-minute test composed of a five-minute verbal section and two five-minute nonverbal activities.

### Purpose

The objective of using the streamlined version of the Torrance is to measure both verbal and nonverbal creativity.

### Procedure

The following examples of the Torrance Tests collected from students who were subsequently identified as gifted, illustrate characteristics frequently exhibited by rural disadvantaged gifted students.

Overhead/Handout #12 - Torrance Tests of Creativity - Copy

| | |
|---|---|
| Activity 1 | Verbal |
| Activity 2 | Incomplete Figures - Nonverbal |
| Activity 3 | Triangles - Nonverbal |

Overhead/Handout #13 - Student Torrance Samples

| | | |
|---|---|---|
| Indiana | illustrates | Activity 2 |
| New Mexico | illustrates | Activity 2 |
| South Carolina | illustrates | Activity 3 |

Overhead/Handout #6 - Characteristics of Gifted Children: Traditional, Appalachian, Hispanic, and African American

### Scoring

Sample Torrance activities in Overhead/Handout #13 provide an opportunity to practice scoring according to the following definitions and scoring guidelines.

Overhead/Handout #14 - Definitions and Scoring for the Torrance

**Activity 1** is the Verbal portion of the Torrance and is scored for Fluency and Originality.

a. **Fluency** is defined as the number of relevant responses the student offers.

In Activity 1, the Fluency score is the number of **unusual** uses listed (for junked automobiles). The term "unusual" should be interpreted liberally to include almost all uses (of junked automobiles or any specific part from them).

There is **no limit** on Fluency responses for Activity 1.

b. **Originality** is defined as any response other than the common ones, based on a sample of 500 records. (Overhead/Handout #14.3 is a list of common responses for unusual uses of junked automobiles, any of which would receive zero points for Originality.)

In Activity 1, the Originality score is the number of responses other than the common ones. Such responses having creative strength are given one point each.

**Activity 2 and Activity 3** are the Nonverbal components and are scored for Fluency, Flexibility, Originality, and Elaboration.

a. The **Fluency** score in Activities 2 and 3 is the number of objects or pictures made from the incomplete figures and triangles.

In Activity 2 the total points allowed for Fluency is **two**, and in Activity 3 the total allowed is **12**. Add the two scores for a possible total Nonverbal Fluency Score of **14**.

b. **Flexibility** is concerned with the number of **different ways** the triangles in Activity 2 and Activity 3 are used.

Examples:
1 pt. - join several triangles together to make a bigger picture
1 pt. - use the triangle as an object in a total picture (perspective)
1 pt. - use the triangle as a part of a total picture
1 pt. - add things to the triangle, e.g., top and bottom as decorations
1 pt. - use as part of total picture
1 pt. - use as space in picture

Total points allowed for Flexibility for Nonverbal Activities 2 and 3 is **12.**

c. **Originality** for the Nonverbal Activities 2 and 3 is any response not included under the list of common responses.

Additional points are given for combining two or more triangles into a single coherent object or scene:

2 triangles = 1 extra point
3 triangles = 2 extra points
4 triangles = 3 extra points...and so on.

Total points allowed for Originality in Nonverbal Activities 2 and 3 is **14**, plus up to **11 extra** points for combining triangles in Activity 3 (for a possible total Nonverbal Originality Score of **25**).

d. **Elaboration** is defined as the imagination and exposition of detail as a function of creative ability and is labeled Elaboration on a primary response. Credit is given in Activities 2 and 3 for each elaboration (detail) added to the original stimulus figure itself. One point is scored for each elaboration.

There is **no limit** on Elaboration points.

Overhead/Handout #13 - Student Torrance Samples

Activity--Workshop participants score Torrance activities together, comparing the student samples.

Overhead/Handout #15 - Directions for Administering the Torrance Tests of Creative Thinking

**Summary**

In considering the Torrance Streamlined Tests of Creative Thinking, review the following points:

- The Torrance Tests produce a Nonverbal Creativity score, in addition to a Verbal Creativity score.

- The Torrance Streamlined Tests are based on the nationally standardized Torrance Tests of Creative Thinking by E. Paul Torrance.

- In rural disadvantaged students, the Torrance Tests of Creative Thinking reveal creativity that is clearly outstanding, though this creativity may *not* be apparent using other assessment procedures or instruments.

- Refer to Overhead/Handout #15 for directions for administering the Torrance Streamlined Tests of Creative Thinking.

## Storytelling Festival

**Introduction**

The Storytelling Festival was developed to identify gifted African American children in South Carolina. Since African American people have an oral tradition which embraces their history and is rich in metaphor and imagery, storytelling was seen as an activity that might elicit young children's verbal talent. In the context of a story, children could express distinctive qualities of voice, articulation, animation, and originality of theme.

Because this activity allows young children to tell their story, they are not constrained by the mechanics of writing and spelling. Therefore, they are able to express ideas with greater fluency.

**Purpose**

The objectives of the Storytelling Festival are:

- To identify verbal and creative talent in young children.

- To provide young children, with limited writing skills, the opportunity to tell a story without regard for the mechanics of writing.

**Procedure**

Overhead/Handout #16.1 - South Carolina Storytelling Instructions

These guidelines explain the procedures to begin the storytelling activity. At first, children may duplicate or imitate one another. As teachers encourage children to become storytellers, the stories will become more elaborate, original, and creative.

Overhead/Handout #16.2 - Storytelling Evaluation Form

The evaluation rates children's stories from one to three in five categories: Clear storyline, Characterization, Voice quality, Kinesthetics, and Overall. A sixth category allows for additional comments. These categories may be modified. The ethnicity and demographic diversity of children will determine the modifications.

Overhead/Handout #16.3 - South Carolina Storytelling Sample

Read the story "The Beginning of Spiderman." Although this child selects a popular character for his story, he has some ownership. This is a story as much about the child as it is Spiderman. The grandmother is a pivotal figure in the story, as she is in the boy's life. Notice the length of his story, his use of inventive language, "flim-flam," and his list of characters who are assigned lengthy conversations.

When this child told his story he adopted distinct voices and styles of speech for each of the characters. He used animation, body language, and facial expressions as he moved from one character to the next.

**Summary**

Storytelling allows a child's creative talents to emerge unconstrained by the mechanics of writing and spelling. Storytelling provides for greater fluency and originality of ideas.

## Parent Information Survey

**Introduction**

Children often exhibit behaviors at home that may not be apparent during the school day. For example, a child who is adept at following directions and assembling small machines may not have an opportunity to demonstrate this ability in a school setting.

Similarly, the child who is familiar with nature and outdoor life will have limited opportunities in a traditional instructional setting to demonstrate his expertise.

The Parent Information Form can provide the classroom teacher with useful descriptions and examples of a child's activities and hobbies outside of school.

**Purpose**

The objectives of the Parent Information Form are:

- To identify behaviors and skills that are not apparent in the classroom.
- To collect information about in-depth interests.

- To collect evidence of nonverbal abilities.

**Procedure**

Overhead/Handout #17.1 - Parent Information Form - Indiana

Overhead/Handout #17.3 - Parent Information Form - South Carolina

The Parent Information Forms for Indiana and South Carolina ask parents to provide *specific* information about their child's behaviors and abilities, and to give a brief history of these behaviors.

Parents are given the opportunity to write about their child in an anecdotal manner, using language that is appropriate for them. Moreover, soliciting information from parents brings those parents into a participatory role in their child's education.

In South Carolina, teachers awarded a small token to children who returned their signed Parent Information Form--completed or not. The return rate for the Parent Information Form varied from 60 to 70 percent.

Overhead/Handout #17.2 - Parent Inventory - New Mexico

In New Mexico, parents, teachers, and community representatives elected to use a Parent Inventory to collect information from parents. Parents, and others who were interested in identifying gifted children within the population, met to determine specific characteristics the community and culture valued and considered to be gifted qualities. These qualities or characteristics are reflected in the Parent Inventory.

Overhead/Handout #19 - Parent Information Collection--Instructions

Overhead/Handout #20 - Sample Letter--Parent Information

Parents report on those items that are of specific relevance to their own child. Some parents did not complete the form or return it. Some sections may be complete with information, and other sections left blank. The parent is at liberty to customize the form in a manner that will adequately report a child's activities, hobbles, etc. The information teachers receive can be very useful. Teachers in Indiana and South Carolina used parent information to support placement of children in gifted programs.

The following are examples of information that was received in response to a Parent Information Form.

Overhead/Handout #18.1 - Parent Information Sample Anecdotes - Indiana

> "**Evan** is very good at figuring out how things are put together. He was 4 when his Dad bought a wheel barrow. My husband had the instructions but was having to try to figure them out. He left the room. When he returned Evan had assembled it and my husband tightened the bolts down.
>
> . . . made a chair when he was 4. He made it out of scrap wood, with a back and 4 legs and you could actually sit on it. He also made a ladder.

. . . built a go cart in the third grade. It is made out of wood, you sit in it and steer with your feet. The only help he had was puttin on the wheels, otherwise he built and designed it by himself,

. . . he absolutely loves to build and hammer. He is extremely talented at building and designing things."

"**Rhonda** has made games--word searches, mazes, card games, and board games --since she was 5 years old.

She has written short stories and humorous things since before she actually could write; she told her stories to her brother and sister and had them write them for her.

Rhonda is really interested in making things--anything to do with building and creating out of any available materials or scraps.

. . . has been able to do perspective drawings since she was 6 years old.

"**Allen** collects baseball cards. He uses price guides to determine the value of the cards and sells them. (He is quite good at making a profit.)

. . . is very good in math and enjoys business. He has been particularly interested in his father's flea-market business since he was in the first grade. He is very good at earning money and finding ways to profit. Maybe he'll be a tycoon when he grows up!"

"**Jimmy** works on diesel engines, repairing, greasing, tightening bolts, washing, changing oil, etc.; he has done this for 3-5 years.

. . . he builds cars and trucks with legos, collects cars and trucks, draws diesels every day (and draws horses)."

Overhead/Handout #18.2 - Parent Information Sample Anecdotes - South Carolina

**Summary**

Parent narratives may reveal talents in a child that are truly unusual or unique. The length of time the child has been engaged in a hobby or activity is important; a sustained interest in a particular area is a characteristic of the gifted and talented child.

Review the following points:

- Data collected from parents can provide information that may be unknown or unobserved by teachers in a formal educational setting.

• The Parent Information Form is sent home with all students at the grade level(s) of interest, with expectations for return from parents who have particularly interesting information.

• A letter accompanying the form will explain its purpose and why the school is interested in collecting information from parents. The letter should include a deadline for returning the form.

• Parent information about the student and his capabilities can be particularly valuable when accompanied by examples. Examples can be evaluated in terms of age levels and abilities.

• Parents can supply information about a child's in-depth interests.

• Parent responses can provide evidence of nonverbal abilities.

• Parent information provides rich data about a child's out-of-school accomplishments. Such information should receive serious consideration in identifying students for gifted programs.

## Adult/Community Information Survey

**Introduction**

Adults in the community who work with young children through different organizations can sometimes see abilities that may not be apparent in a traditional academic setting. Therefore, information collected from these adults can also be very important in identifying rural disadvantaged gifted students.

**Purpose**

The objectives of collecting adult/community information are:

• To identify unique talents and out-of-school interests.

• To find unusual abilities displayed in projects and products.

**Procedure**

Overhead/Handout #21.2 - Community Organizations and Individuals

The following is a list of adults and organizations that should be surveyed for information about children with outstanding abilities:

| | |
|---|---|
| Boy and Girl Scouts | Latch Key Program Supervisors |
| Odyssey of the Mind | Coaches: Community Programs |
| 4-H Programs | Community and School Clubs |
| YMCA, YWCA | School Administrators |
| Boys Club, Girls Club | School Maintenance |
| School Cooks | Church Groups |

A community may have some special groups or clubs that are not listed here. Those groups should also be included in the survey.

**Instructions for Adult/Community Survey**

Overhead/Handout 21.1 - Instructions for Adult/Community Recommendations

1. Prepare a list of groups and individuals in your community that might be able to provide information about a child's out-of-school abilities.

2. Assign committee members, teachers, or volunteers to survey and/or interview the adults listed.

3. Prepare the survey forms on school letterhead paper.

4. Provide training in purposes and procedures for those conducting the survey.

5. Each adult to be surveyed or interviewed should be contacted personally. If it is at all possible, the person conducting the survey should wait while the survey is completed, answering any questions that arise. If the adult completing the survey wishes to have more time to think about the questions, be sure that he/she understands the purpose and the procedures. A return date and place should be listed on the survey.

Overhead/Handout #22.1 - Survey of Adult Community Members: Indiana, South Carolina

Overhead/Handout #22.2 - Community Inventory: New Mexico

A short interview with community members may be more effective than simply sending the information form to them. Questions can be asked and the answers filled in by the interviewer. This may be preferable to distributing the forms because the process that is being used to find hidden gifted children can be explained to each individual.

Overhead/Handout #23 - Examples of Information Obtained From Adult/Community Survey

**Summary**

Review following points:

- Information about students with unusual abilities is collected from community leaders who work with children.

- This information can be valuable in identifying students with unique talents and interests.

- The information seeks to find students with unusual abilities displayed through projects, products, and activities outside the classroom.

## Teacher Information Form

### Introduction

In searching for gifted children from disadvantaged rural backgrounds, a teacher should look at all students with the following questions in mind:

- Could this student be achieving greater school success and possibly be a candidate for a gifted program if:
  - His early years had been different?
  - He had been offered a greater variety of experiences?
  - Someone had shown appreciation of cognitive skills?
  - An adult had provided an environment and materials that fostered intellectual and academic pursuits?

- Has a student exhibited unusual abilities in projects, in research, or in any classroom assignments?

The Identification Awareness Workshop has given participants a broader understanding of gifted students and gifted programs. With this expanded awareness, teachers can go back to their classrooms and view their students in new ways, collecting information about them that will be valuable in identifying rural disadvantaged gifted students who need program intervention.

### Purpose

The following are objectives of the Teacher Information Form:

- To collect data in narrative form from those who work closely with students.
- To describe gifted characteristics that cannot be observed from test scores and grades.
- To identify creative and critical thinkers and leaders.

### Procedure

A Teacher Information Form collects anecdotal information in the same manner as the Parent and Adult/Community Forms. The observations are in the areas of leadership, creativity, originality, and humor--qualities derived from the research literature dealing with characteristics of creative persons.

Activity - Teacher Information

In reviewing examples of Teacher Information Forms, workshop participants may wish to share behaviors they have observed in the classroom, and relate classroom observations to questions asked on the forms. Discuss personal observations in the context of lists of characteristics for both traditional and rural disadvantaged gifted students. How do specific behaviors or characteristic fit into the categories of leadership, creativity, originality, and humor?

Overhead/Handout #24.1 - Teacher Information Form: Indiana, South Carolina

Overhead/Handout #24.2 - Teacher Inventory: New Mexico

**Summary of Nontraditional Identification Instruments and Procedures**

To collect meaningful data and interpret the results, teachers must first have Identification Awareness Inservice to learn the background and characteristics of gifted students who have traditionally been underrepresented.

Through additional workshops and training, educators can gain expertise in using innovative procedures and instruments for identifying hidden gifted students.

Overhead/Handout #26 - Workshop Evaluation Form

## SELECTING RURAL DISADVANTAGED GIFTED STUDENTS WORKSHOP

### Introduction to Selecting Rural Disadvantaged Gifted Students Workshop

**Purpose**

In this section the preparation of a student profile analysis will be explained and demonstrated using information collected from numerous sources. This profile analysis is used to determine the appropriateness of placement in gifted programs

**Getting Ready**

Prepare the following MATERIALS:

Overheads and Handouts:
#1 - Baldwin Identification Matrix
#2 - Southern-Spicker Profile
#3 - Tacquita - Third Grade
Standardized Scores, Parent Information, and Teacher Information
#4 - Southern-Spicker Profile--Joey
#5- Southern-Spicker Profile--Sam
#6 - Southern-Spicker Profile--Sally
#7 - Workshop Evaluation Form

This manual has emphasized the importance of using comprehensive methods to identify gifted and talented children. Identification procedures which comprise qualitative data, along with the usual normative data, will include in the pool of candidates more children from diverse ethnic and social backgrounds. This information is then compiled, using a profile analysis, to determine the educational placement of students for an expanded gifted program.

No cutoff scores will be used. Some students who have been found through the new identification procedures will have low I.Q. scores, low test scores, and/or low grades. To impose a cutoff threshold at this point will eliminate these students from the selection.

The Southern-Spicker Profile is used to organize the information for each student, showing areas of superiority and strength, as well as potential areas of need.

### Preparing a Profile

A profile is a graphic representation of numerical data, supplemented by information that cannot be represented in quantitative forms. What the selection committee sees represents composite information on a child, along with relevant nonnumerical data presented in a portfolio or narrative format.

A profile analysis organizes the information in such a manner that the selection committee can readily analyze and compare student strengths. For each student, it shows areas of superiority and of potential need. It also permits comparison, graphing the extent to which a student exceeds or falls below average performance on each measure.

Using student data and other information, two identical profiles will be prepared, using the Baldwin Identification Matrix and the Southern-Spicker Profile. This application will illustrate the relative merits of using both a traditional profile analysis and a comprehensive profile analysis, and the extent to which each instrument can accommodate standardized and qualitative data.

**The Baldwin Identification Matrix**

Overhead/Handout #1 - Baldwin Identification Matrix

Many school districts use a matrix for data collection and decision making. Overhead/Handout #1 shows a variation of the Baldwin Identification Matrix, one of the more widely used matrices.

As seen in the matrix, all formal test scores and informal measures collected for each child are plotted on a column of the matrix. Each vertical column has been given a weight from 1 to 5. The columns are added, then multiplied by the corresponding weight, and re-added for a total score. The total weighted scores of all students are then ranked, and cutoffs for inclusion in the program are made.

Standardized achievement test scores and IQ scores are generally assigned a greater value (receiving a weight of 5) than parent information (which may receive a weight of 2 or 3). This type of matrix favors a particular learning style and a particular type of student. It does not give equal credit to performance out of school, such as projects, products, hobbies, or anecdotal information, even though these experiences may very well reflect a student with exceptional talents or abilities.

**The Southern-Spicker Profile**

Overhead/Handout #2 - Southern-Spicker Profile

To establish a profile using the Southern-Spicker Profile, each person's performance is plotted across a group of measures. Like a matrix, this profile permits data and information from numerous sources, but there are three fundamental differences:

- First, all the measures in the profile are converted to a common metric, so they have a common referent.

- Second, scores in the profile are not weighted, so they remain in the standard score format.

- Third, scores are not added together. Instead, a Criterion Line is drawn and any student who exceeds it in *any category* is considered for program inclusion.

The level by which students exceed the Criterion Line and the strength of confirmatory evidence provide the basis for comparison.

The Southern Spicker Profile organizes a student's performance so that areas of strength and shortcomings can be easily seen. The profile also contains information about a student's achievements that cannot be quantified (for example, if the student has ever been in a gifted program or received awards for 4-H projects).

Overhead/Handout #3 - Tacquita - Third Grade: Standardized Scores, Parent Information, and Teacher Information

Using the Baldwin Identification Matrix and the Southern-Spicker Profile, standardized data and informal measures of a student will illustrate how these two instruments serve very different purposes. In this context, the Baldwin Identification Matrix could be considered exclusionary, and the Southern-Spicker Profile inclusionary.

As seen in the above examples, the Southern-Spicker Profile allows greater latitude reporting: Informal Measures, Products, Awards, Anecdotes, and Dichotomous Data. Therefore, more children are considered in the initial screening.

Consider Tacquita's profile within the context of the Baldwin Identification Matrix and Southern-Spicker Profile. Would she be considered a potential candidate for a gifted program using the Baldwin Identification Matrix? Remember, the screening committee usually reviews the final summary sheet. Might the screening committee recognize a different Tacquita using the Southern-Spicker Profile? The Ravens Progessive Matrices are a nonverbal standardized assessment that correlate with the Stanford-Binet, and are considered a far better measure of potential than the WISC-R. Children scoring on the Ravens at or above the 96th percentile qualify for gifted programs in some states. However, few school districts recognize this for identification purposes.

## Constructing a Profile

### Information To Be Entered

To construct a profile, it is necessary to determine the categories (Products, Achievement Measures), and information to include (contest, writing samples).

The Southern-Spicker Profile can accept a broad range of categories and information, once numerical data is framed in a common metric.

Standardized Data. Standardized testing is a comparison against national norms, and is reported in percentile ranks (national and local), grade equivalents, stanines, or standard scores. These scores are directly comparable because each has been converted to a common measurement unit before it is compared.

Informal Data. Another level of data is typically represented by informal instruments. These data cannot be entered in raw form because comparison of differing raw scores means very little. For example, what is the relative meaning of 12 correct on a math quiz and 19 correct on the final exam?

The most accurate assessments of differential performance come from the comparison of how far a particular performance is above the mean achievement of the group. Taking the last example, if you know that the average correct on the math quiz was 11 and the average correct on the final exam was 16, we are a little more comfortable with equating these performances. It is much more justifiable if we can assure ourselves that the assessments or tests were equivalent in difficulty. To do this, it is necessary to add an element of rank into the performance.

Percentile ranks provide information about relative performance (and indirectly the range of performances in question). If the percentile rank of the entire grade is 56, and a student scores in the 89th percentile on the same test, the difference in performance is relatively clear.

Data that are dichotomous, such as "Yes" or "No" on a child's nomination, or information that the student was previously enrolled in a gifted program is important. These data represent valuable information that should be considered in placement decisions.

Product Samples. Product evaluations are given a numeric value which can be converted into percentiles or standard scores. It is essential that the profile allow some latitude for including results from product sampling.

**Entering Data**

Overhead/Handout #2 - Southern-Spicker Profile

Convert all quantifiable data to percentile ranks. Percentile ranks are easy to calculate and familiar to screening committees. Data for this profile are placed into one of four categorical sections:

- Section A includes information from formal instruments.

- Section B reports data that are derived from quantifiable informal instruments. Data have been converted into percentile ranks for comparability.

- Section C includes data from product samples that are not directly quantifiable.

- Section D allows the entry of nonnumerical data, anecdotes, and dichotomous data from other nominations.

A student profile includes qualitative and quantitative information from many sources. Categories of data are assigned equal significance, rather than any single category receiving a weighted score. This contrasts with the practice of many school districts where screening committees assign a higher value to standardized achievement tests than to parent nominations, or products.

**Interpreting a Profile**

A profile provides a picture of a child's performance. Usually some aspects of a student's performance rate higher, others lower, and the profile graphically depicts this.

At this stage, it is necessary to establish a Criterion Line (Overhead/Handout #2 Southern-Spicker Profile). Unlike the cutoff threshold discussed earlier, this line describes a measure of performance. A student who scores above this Criterion Line, may indicate that additional educational challenge is required.

If a student exceeds the line on *any one* of the categories, the student is included for program consideration.

To establish this Criterion Line, it is necessary to know the average level of performance of students in the district on various measures. Each district exceeds or falls below national averages on standardized measures to greater or lesser degrees. If the district (or individual school) is predominantly upper middle class and urban/suburban, the average IQ of the students may be 115 with a standard deviation of only 10. For this district, setting a criterion score at the 85th percentile would include half of its students on the basis of IQ alone. On the other hand, if a district is poor and contains a large

number of ethnic minority or rural students, its scores are usually lower. A criterion at the 85th percentile might be appropriate.

In setting the Criterion Line, there are several factors to consider:

- Does the district policy set guidelines as to the percentage of students served in gifted and talented programs? If there is such a guideline and it is conservative, the Criterion Line should be higher.

- What is the demographic make-up of the community? Even the school-by-school breakdown may be important. In some districts, establishing a high criterion may screen out the bulk of students from sections of that district. In such cases setting two or more scores applicable to various subsets of the district for initial screening may be warranted.

- Criteria should never be set higher than the 95th percentile. Usually only certain IQ tests report reliable scores above [illegible]dard deviations.

In practice, districts should experiment with various Criterion Lines to discover the relative number and locations of potential program candidates.

**Making Placement Decisions**

After a Criterion Line has been specified, a group of students who exceed this will be defined. Up to now screening procedures have been inclusive. Decisions are now made regarding program placement. The following general concepts should be kept in mind:

- Identification decisions should be based on establishing the need for the services, not on determining some absolute quality labeled giftedness. Which of the students in the talent pool require the greatest program differentiation from what is offered in the regular curriculum? This principle should guide the selection process.

- Each item of information that is collected is valuable in its own right. Too often the screening committee accepts only standardized test information as being the most objective. Product samples, rating, and nominations can be just as valid and objective. It is logical, permissible, and justifiable to make positive placement decisions on the basis of informal data.

- As placement decisions are made, it should become apparent that students in the talent pool represent a wide range of abilities and instructional needs. A gifted program must have multiple options to serve those diverse abilities and needs. Just as there is no single type of gifted student, there should be no single gifted program.

- Because the screening and placement process is heir to a number of errors at its best, it is important to maintain a flexible attitude toward the decisions that are made. Options that seem appropriate for some students may in reality be too demanding or too easy for other students. Moreover, as students develop through their school career, what may have been appropriate for them at one time may not serve their needs at a later time. It should be remembered that the selection committee is making an educational

assessment of need, not diagnosing an inherent trait. Flexibility is essential to making these kinds of decisions.

• If an error is to be made, it is probably better to err on the side of inclusion. The danger of a false positive is not as serious as a false negative. If in doubt, allow the student a chance in the program.

## Traditional Gifted Student Profile

These are students who exceed the criterion on many formal and informal measures. Almost invariably the anecdotal information and dichotomous nominations will concur. These students are good risks for programs and can probably be included at this point.

Overhead/Handout #4 - Southern-Spicker Profile--Joey

As Joey's profile illustrates, he is an excellent candidate for the gifted program. He has above average standardized test scores, teacher ratings, and corroborating product and anecdotes that allow placement. He exceeds the Criterion Line (set for this and subsequent examples at the 92nd percentile), on all measures but one--leadership.

The profile also shows that Joey is *relatively* stronger in verbal abilities than in math abilities. Program placements in content areas related to math may be more difficult than those dealing with language and language skills. This information would not be readily available if a weighted matrix process had been used.

## Nontraditional Gifted Student Profiles

Contrast the above profile of a traditional gifted and talented child with the following profiles of rural disadvantaged gifted children.

Overhead/Handout #5 - Southern-Spicker Profile--Sam

Sam's profile shows his Cognitive Abilities Test to be at the 97th percentile, and his Verbal Reasoning is at the 99th percentile. However, standardized test scores fluctuate from the 52nd percentile (language) to the 98th percentile (math), with a total battery at the 81st percentile. Moreover, on the creative writing sample, he scores at the 40th percentile. On the Pioneer Contest, Sam chose to build a dwelling. He made a tipi with grass which protected against the rain, snakes, and raccoons. His tipi had a fence around it which provided additional protection. He scored the maximum number of points, placing him in the 99th percentile. Dichotomous data from his classroom teacher and from parents ( ". . . extremely talented at building and designing things"), suggest placement in a gifted and talented program is appropriate.

Overhead/Handout #6 - Southern-Spicker Profile--Sally

Sally's profile illustrates a more striking contrast between standardized test scores and informal assessment measures. Sally scores at the 58th percentile for the CAT total, and the 47th percentile for Verbal Reasoning. Standard achievement measures are not remarkable, (Reading, 46th percentile; Language, 31st percentile; Math, 58th percentile; Total Battery, 42nd percentile). In fact, using the Baldwin Identification Matrix, this child does not qualify for the initial pool of applicants. However, she received the maximum number of points (30 out of 30) on the Pioneer Contest for her project and

received 13 points out of a possible 15 on the Creative Writing Sample. Dichotomous data recounted in the Parent Information Form report that Sally is really interested in rocks and fossils, and she has collected them for more than three years. Standardized test data would not support placement of Sally in a gifted program. However, her scores on the Pioneer Contest and Creative Writing Sample would certainly qualify her for the initial gifted and talented pool, where perhaps additional assessments could be made.

Overhead/Handout #2 - Southern-Spicker Profile

Overhead/Handout #3 - Tacquita - Third Grade: Standardized Scores, Parent Information, and Teacher Information

Applying the principles of selection discussed in this section, what might your recommendation(s) be regarding Tacquita?

**Summary of Selecting Rural Disadvantaged Gifted Students**

When school districts identify and place children in gifted programs on the basis of standardized tests and matrices that artificially inflate one category over others, they fail to identify those children who are not good test-takers, who have many rich and rewarding experiences out of school, and who are known in their community for their ideas, and/or activities.

There are many rural children who are not considered for gifted programs on the basis of their performance on standardized measures. Such children, given the opportunity, can adequately demonstrate their knowledge and understanding of concepts using their own experiences.

Schools serving significant numbers of rural disadvantaged children must begin to value the experiences these students bring to the classroom, and must begin to develop appropriate program options to accommodate their learning styles by implementing assessment standards that are performance based.

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## APPENDIX A
## OVERHEADS and HANDOUTS


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## OVERHEADS and HANDOUTS


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Section One
Overhead/Handout #1

# TRADITIONAL IDENTIFICATION PROCEDURES

HIGH STANDARDIZED ACHIEVEMENT TEST SCORES
(90th--92nd percentile and above)

HIGH IQ SCORE
(120 and above)

HIGH GRADE POINT AVERAGE
(A's and B's)

TEACHER RECOMMENDATIONS

---

# STUDENT PROFILE

STUDENTS WHO SHARE THE
ACCULTURATIVE EXPERIENCES OF:

URBAN AND SUBURBAN

WHITE

MIDDLE AND UPPER SOCIOECONOMIC LEVELS

EURO-AMERICAN CULTURAL VALUES

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# FEDERAL DEFINITION
# Title IV -- H.R. 5, 1988

## for

## Gifted and Talented Students

**The term gifted and talented children and youth means children and youth who give evidence of high performance capability in areas such as intellectual, creative artistic, or leadership capacity, or in specific academic fields, and who require services or activities no ordinarily provided by the school in order to fully develop such capabilities.**

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Section One
Overhead/Handout #3

# CHARACTERISTICS OF ADVANTAGED GIFTED CHILDREN

(Urban/Suburban, middle-class children who accept values of the dominant culture)

---

Speak standard English

Are verbal and have good oral communication skills

Are active participants in classroom activities

Perform tasks within time limitations

Complete classroom assignments and homework

Perform well on standardized tests

Perform well in all subjects

Produce written work in proper grammatical form with good spelling and legible handwriting

Demonstrate their strengths within the academic classroom

Usually perform equally well on verbal and nonverbal tests

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Section One
Overhead/Handout #4

# RURAL COMMUNITIES

Change in Traditional Occupations

Declining Income

Lack of Job Opportunities

Poor Health Care

Underfunded Schools

Distance Problems

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# ECONOMICALLY DISADVANTAGED

**LIMITS**
purchase of toys, equipment, books, writing tools

**RESTRICTS**
visits to museums, historical sites, new geographic areas, meeting people different from themselves

**NARROWS**
opportunity for challenging experiences

**LOWERS**
expectations for better things

**CONSUMES**
time with earning money for necessities

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Section One
Overhead/Handout #6

# CHARACTERISTICS OF RURAL DISADVANTAGED APPALACHIAN GIFTED CHILDREN

## DETRACTORS

**Speak a nonstandard regional dialect**

**Are less verbal in oral communication skills**

**Tend to be passive participants in classroom activities**

**Are relatively unaffected by time pressures, working slowly but meticulously**

**Are likely to be lax in completing assignments and homework**

**Are not likely to perform well on standardized tests**

## STRENGTHS

**May show exceptional ability in one subject and average to below average in others**

**Produce written work that may be of high quality in content but of poor quality in grammatical form, spelling, and handwriting**

**More likely to demonstrate their strengths outside the classroom, e.g., auto and tractor repair, knowledge specific to their rural environment, creativity related to 4-H projects, talent in music and the performing arts**

**Are likely to perform better on nonverbal than verbal tests**

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Section One
Overhead/Handout #7

# CHARACTERISTICS OF RURAL DISADVANTAGED HISPANIC GIFTED CHILDREN

## DETRACTORS

**Limited or nonproficient speakers of English**

**Tend to be passive participants in classroom activities**

**Tend to focus on instructional process rather than the end product**

**Unmotivated by routine classroom instruction**

**Not likely to perform well on standardized tests**

## STRENGTHS

**Are creative in oral storytelling**

**May score high on math activities, lower on language-related activities and, are inclined to the fine arts**

**Produce written products that may be of high quality in content but poor quality in grammatical form, spelling and handwriting**

**Likely to do well with creative and artistic activities and/or ideas**

**Demonstrate higher order thinking skills in oral rather than written form**

**Tend to show a preference for the kinesthetic modality**

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Section One
Overhead/Handout #8

# CHARACTERISTICS OF RURAL DISADVANTAGED AFRICAN AMERICAN GIFTED CHILDREN

## DETRACTORS

**Speak a nonstandard English**

**Tend to be passive participants in school settings**

**Tend to be unmotivated toward school tasks**

**Tend not to perform well on timed tests and activities**

**Have difficulty with tasks that restrict movement**

## STRENGTHS

**Display rich oral language skills spiced with imagery and humor**

**Good eye-hand coordination, skilled body movements and physical stamina**

**Tend to perform better on nonverbal than verbal measures**

**Respond well to concrete experience, are able to solve real life problems, and can improvise with common materials**

**Are bicultural; equally adept at navigating between African American and mainstream cultures**

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Section One
Overhead/Handout #9

**Characteristics of Gifted Children: Traditional, Appalachian, Hispanic, and African American**

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| Urban/Suburban, Advantaged White Gifted Children | Rural, Disadvantaged Appalachian (White) Gifted Children | Rural, Disadvantaged Hispanic Gifted Children | Rural, Disadvantaged African American Gifted Children |
|---|---|---|---|
| 1. Speak standard English | Speak a nonstandard regional dialect | Speak a nonstandard regional dialect or are limited or non-English speakers | Speak nonstandard English, with standard English as a second language |
| 2. Are verbal and have good communication skills | Are less verbal in oral communication | Are creative in oral storytelling | Oral tradition with language rich in imagery and humor |
| 3. Are active participants in classroom activities | Tend to be passive participants in classroom activities | Tend to show a preference for kinesthetic modality | Often withdrawn in school setting and prefer kinesthetic style of learning |
| 4. Perform tasks within time limitations | Are relatively unaffected by time | Would rather focus on process than product | Use approximate time instead of accurate time |
| 5. Complete classroom assignments and homework | Are likely to be lax in completing assignments | Unmotivated by routine classroom instruction | Motivation and performance lower than Anglo-American children |
| 6. Perform well on standardized tests | Are not likely to perform well on standardized tests | Are not likely to perform well on standardized tests | Are not likely to perform well on standardized measures |
| 7. Perform well in all subjects | May show exceptional ability in one subject and average to below in others | May score high on math activities, lower on language-related activities and are inclined to the fine arts | Are bicultural--equally adept at navigating between African American and mainstream cultures |
| 8. Produce written work in proper grammatical form with good spelling and legible handwriting | Produce written work that may be of high quality in content but poor quality in grammatical form, spelling and handwriting | Produce written work that may be of high quality in content but poor quality in grammatical form, spelling and handwriting | Responsive to concrete, able to improvise with common materials, and problem-solving orientation rather than high verbal skills in writing |
| 9. Demonstrate their strengths within the academic classroom | More likely to demonstrate their strengths outside the classroom, e.g., knowledge specific to their rural environment, talent in music and the performing arts | More likely to do well with creative and artistic activities and/or ideas | May demonstrate strengths outside the classroom in eye-hand coordination, skilled body movement, physical stamina |
| 10. Demonstrate their strengths within the academic classroom | Are likely to perform better on non-verbal than verbal tests | Demonstrate higher order thinking skills orally | Perform better on nonverbal measures |

Section One
Overhead/Handout #10

# CHARACTERISTICS OF RURAL GIFTED STUDENTS

| Advantaged Rural Gifted Students<br>middle-class children whose behaviors reflect the traditional values of the dominant culture | Disadvantaged Rural Gifted Students<br>economically disadvantaged and/or geographically isolated children whose behaviors reflect traditional Anglo-Appalachian cultural values |
|---|---|
| 1. Speak standard English | 1. Speak a nonstandard regional dialect |
| 2. Are verbal and have good communication skills | 2. Are less verbal in oral communication |
| 3. Are active participants in classroom activities | 3. Tend to be passive participants in classroom activities |
| 4. Perform tasks within time limitations | 4. Are relatively unaffected by time pressures; work slowly but meticulously |
| 5. Complete classroom assignments and homework | 5. Are likely to be lax in completing assignments and homework |
| 6. Perform well on standardized tests | 6. Are not likely to perform well on standardized tests |
| 7. Perform well in all subjects | 7. May show exceptional ability in one subject and average to below average in others |
| 8. Produce written work in proper grammatical form with good spelling and legible handwriting | 8. Produce written work that may be of high quality in content but of poor quality in grammatical form, spelling and handwriting |
| 9. Demonstrate their strengths within the academic classroom | 9. More likely to demonstrate their strengths outside the classroom, e.g., auto and tractor repair, knowledge specific to their rural environment, creativity related to 4-H projects, talent in music and the performing arts |
| 10. Usually perform equally well on verbal and nonverbal tests | 10. Are likely to perform better on non-verbal than verbal tests |

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## Indiana

# MOLLY'S ORIGINAL STORY

Ounce apon a time thear was a flying monky named Suziky. He was a funny monky he couldent fly his wings we to small so wone day he went to a dockter nomed ~~vegal~~ vergil he made a growing poshen he put it on Suziky's wings and it made thim grow hue normes, the wings were so big that it felt the hole rume up. the dockter hade to make a shrinking poshin he put a dab of the shrinking poshin on his wings and thay shrunk to normal size. The docktor said You should be able to fly So he climbed upa tree and jumped he started to fly. ~~then~~ he was verry happy for his hole life

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Section One
Overhead/Handout #11.2

# Indiana

## MOLLY'S CORRECTED STORY

Once upon a time there was a flying monkey named Suziky. He was a funny monkey. He couldn't fly. His wings were too small. So one day he went to a doctor named Vergil. He made a growing potion. He put it on Suziky's wings, and it made him grow huenormous. The wings were so big that it filled the whole room up. The doctor had to make a shrinking potion. He put a dab of the shrinking potion on his wings, and they shrunk to normal size. The doc said, "You should be able to fly." So he climbed up a tree and jumped. He started to fly. He was very happy for his whole life.

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Section One
Overhead/Handout #12.1

# CREATIVE WRITING ASSESSMENT

| AREA OF CREATIVITY | DEFINITION |
|---|---|
| Fluency | has many ideas;<br>has large number of reasons why |
| Flexibility | see things in different ways;<br>has unusual reasons |
| Originality | offers unique, unusual ideas |
| Elaboration 1 | adds interesting details |
| Elaboration 2 | transforms or combines ideas |

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Section One
Overhead/Handout #12.2

## Scoring of Creative Writing Samples

**Fluency**

Score 3 = Five or more ideas/reasons why
Score 2 = 3 - 4
Score 1 = 1 - 2
Score 0 = None

**Flexibility**

Score 3 = Applying a cognitive schema to solve a problem that is above the student's age level.

e.g., "The monkey...could not do anything. ...He found an old airplane and fixed it and flew it around. ...realized he could do anything he put his mind to...

Score 2 = Same as above, but without elaboration
Score 1 = Age appropriate context
Score 0 = Not present

**Originality**

This criteria is grounded on an overall impression of the writing as follows:

Score 3 = Unexpected and original development of idea(s)

Score 2 = An unexpected development, but not an original idea

e.g., "Why did the boy throw the monkey out of the girl's window?"

"So she could see the monkey fly."

Score 1 = Present, but underdeveloped
Score 0 = None

**Elaboration 1**

Score 3 = Interesting details support a well developed situation (plot), setting, or characterizations with descriptors, emotion and motive.

Score 2 = Denotes motive or emotion.
Score 1 = Some descriptors (adjectives, adverbs, etc.)
Score 0 = None

**Elaboration 2**

Score 3 = Coherently and effectively combines ideas not usually combined

Score 2 = Same as 1: occurs more than once
Score 1 = Combines unusual ideas to support a point
Score 0 = None

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Section One
Overhead/Handout #13.1

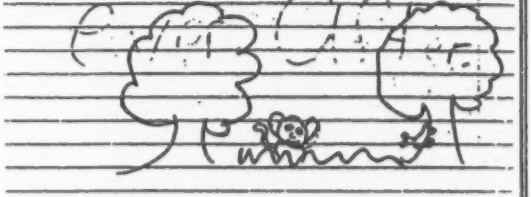
# New Mexico

## ROSA'S ORIGINAL STORY

The flying monkey

Once upon a time in a far far jungle. There was a mother monkey who had just had had a baby monkey. But when he started growing tiny tiny little wings. But mom/monkey didn't know what they were. When she found out that they were wings. She abandod him, the poor monkey was alone he had no one to play with. But one day he saw some thing crawling in the ground it was a Catapiller who had no legs only hoofs like a horse, his mother had also abandod him because of his hoofs. Then they met and became BEST FRIENDS. Then all of sudden they heard someone crying and they went to go see who it was. It was a bear crying because she had no babies. Then they said that they had no mother She said if she could adopt them they said Yes!!!

And They Lived HAPPILY ever after.



The End.

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## New Mexico

# ROSA'S CORRECTED STORY

Once upon a time in a far, far jungle, there was a mother monkey who had just had a baby monkey. But, when he started growing tiny, tiny, little wings mom monkey didn't know what they were. When she found out that they were wings, she abandoned him. The poor monkey was alone. He had no one to play with. One day he saw something crawling on the ground, it was a caterpillar who had no legs, only hooves like a horse. His mother had also abandoned him because of his hooves. Then they met and became BEST FRIENDS. Then all of a sudden, they heard someone crying and they went to see who it was. It was a bear crying because she had no babies. Then they said they had no mother. She said if she could adopt them. They said Yes!!!

And they lived happily ever after.

The End

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Section One
Overhead/Handout #14.1

## New Mexico

# LUIS'S ORIGINAL STORY

title: The flying Monkey

Author: Luis
Date November 7 1994
About the story The flying Monkey was dispreciated by his family and feinds. The monkey always found a quiet place and wach the Blue sky and white fluffy clouds. Most of the time he was alown, none wanted to play with him they thout he was too brown too small too ewery they (witch) cald him to mache. He dicided to flay away too an other forest were ewery one liked him how he was and his abilaty too flay.

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## New Mexico

# LUIS'S CORRECTED STORY

The Flying Monkey was disappreciated by his family and friends. The monkey always found a quiet place and watched the blue sky and white, fluffy clouds. Most of the time he was alone. No one wanted to play with him. They thought he was too brown, too small, too everything. They criticized him too much. He decided to fly away to another forest where everyone liked him how he was and his ability to fly.

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## South Carolina

## LASHAY'S ORIGINAL STORY

# "The Flying Monkey"

Once upon a time ~~ther~~ live this man he had an Monkey, Now this wasn't just an ordinary Monkey this was an flying Monkey. His name was Marvin he like to fly the people called him "The Flying Monkey. He peformed a lot of Shows every body came to watch even the mayor. "Marvin said he was to sick to go" but I didn't belive him. He just want to go. "Jan said she has seen this Monkey peforme before". He works with the circus at night. He likes to eat Bannanas in the house. A lot of people had asked for autographs. He wears an blue hat an green shirt and white pants. "He walked on the tight rope" said James. "One night Marvin was flying home and suddenly an man came behind him and Monkey napped poor little Marvin. The next morning the town heard about him. Every one felt sorry even me. Poor little Marvin. He was Every one was sad. The End

BY: Lashay

Marvin moved to Chicago. Marvin was never ever to return again. THE END

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# South Carolina

# LASHAY'S STORY

"The Flying Monkey"

Once upon a time ther live this man he had an Monkey, Now this wasn't just an ordinary Monkey this was an flying Monkey." His name was Marvin he like to fly the people called him "The Flying Monkey. He peformed a lot of shos every body came to watch even the mayor. "Marvin say he was to sick to go." but I didn't belive hime. He just want to go. "Jan said she has seen this Monkey performe before".
He works with the circus at night. He likes to eat bannamas in the house. A lot of people had asked for autographs. He wears an blue hat an green shirt and white pants. "He walked on the tight rope". Said James.
One night Marvin was flying home and suddenly an man came behind him and Monkey napped poor little Marvin.
The next morning the town heard about him. Every one felt sorry even me. Poor little Marvin. Every one was sad.

By: Lashay

(page 2)

Marvin moved to Chicago.
Marvin was never ever to return again. THE END

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## South Carolina

## SHAMEKA'S ORIGINAL STORY

Once upon a time there live a fly monkey he had big wings and 44 fethers One day the monkey saw a bird with one leg so the monkey said to the bird can I have your leg ask the monkey. then the monkey start to fly *(the) my start to go)airplane wings he fly and fly then the monkey went home to eat some apple, and he ate a butterfly that was flying around and around the monkey face so the monkey slid the butterfly in his hand so hard *(the) he kill the butterfly so the monkey ate the butterfly then the monkey went back outside he started to fly again the monkey saw a bird he ask the bird will you play with me the bird said yes I can the bird and the monkey fly a round in a circle very fast the monkey tell the bird *(they) he was very sleepy so the bird went away the monkey was very sad then the monkey starts to go around and around very fast he went up and then he went down then the monkey got sleepy and he went to bed.

THE END

*1 Then he start ~~to~~ to grow
*2 that

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## South Carolina

# SHAMEKA'S CORRECTED STORY

Once upon a time there lived a fly monkey. He had big wings and 44 feathers. One day the monkey saw a bird with one leg, so the monkey said to the bird, "Can I have your leg?" Then the monkey started to fly. Then he started to grow airplane wings. He flew and flew. Then the monkey went home to eat some apple. The monkey ate a butterfly that was flying around and around his face. The monkey slipped the butterfly into his hand so hard that he killed the butterfly. So the monkey ate the butterfly and then went back outside. He started to fly again. The monkey saw a bird. He asked the bird, "Will you play with me?" The bird said, "Yes, I can." The bird and the monkey flew around in a circle very fast. The monkey told the bird that he was very sleepy. So the bird went away. The monkey was very sad. Then he started to go around and around very fast. He went up and then he went down. Then the monkey got sleepy and he went to bed.

THE END

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Section One
Overhead/Handout #17.1

Indiana

# MOLLY'S TORRANCE ACTIVITY 1

**STREAMLINED DEMONSTRATOR FORM**

**TORRANCE TESTS OF CREATIVE THINKING, Verbal and Figural Forms**
**by E. P. Torrance**

Name: _____ Date: 5/91
Educational Level: _____ Organization: _____

**Activity 1**

**Think of as many unusual uses of junked automobiles as you can. List them below. Try to think of ideas that others will not think of. Work as hard as you can for 5 minutes.**

0 1. Throw it away
0 2. Sell it
0 3. give it away
0 4. Make something out of it
0 5. Put it in a junkyard
0 6. recikle it
1 7. Draw on it
0 8. smash it
0 9. bury it
0 10. Give it to goathor"
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.
24.
25.

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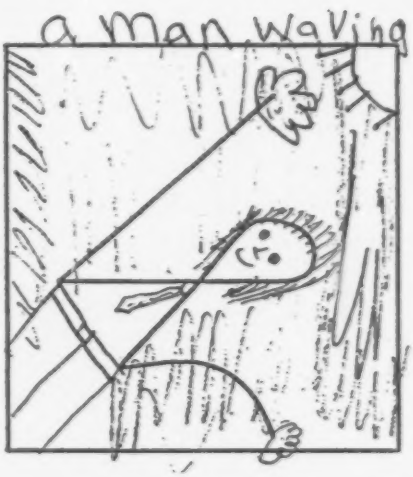
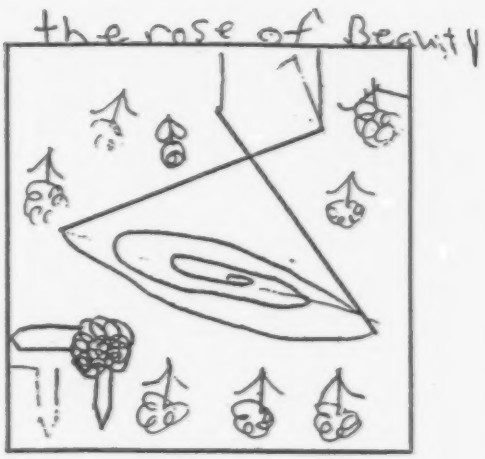
Section One
Overhead/Handout #17.2

## Indiana
## MOLLY'S TORRANCE ACTIVITY 2

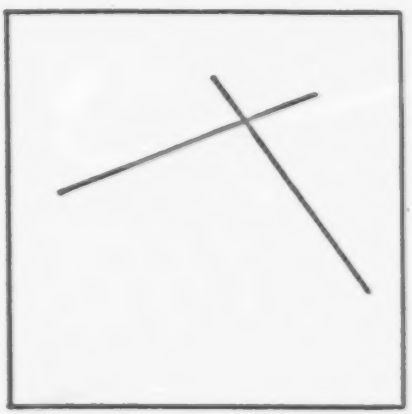
**Activity 2**

**Make some pictures from the incomplete figures below. Try to think of pictures that others will not think of. Make your pictures communicate as interesting and as complete a story as possible. Make up titles for your pictures. Work for 5 minutes.**



Stimulus Figure 1



Stimulus Figure 2

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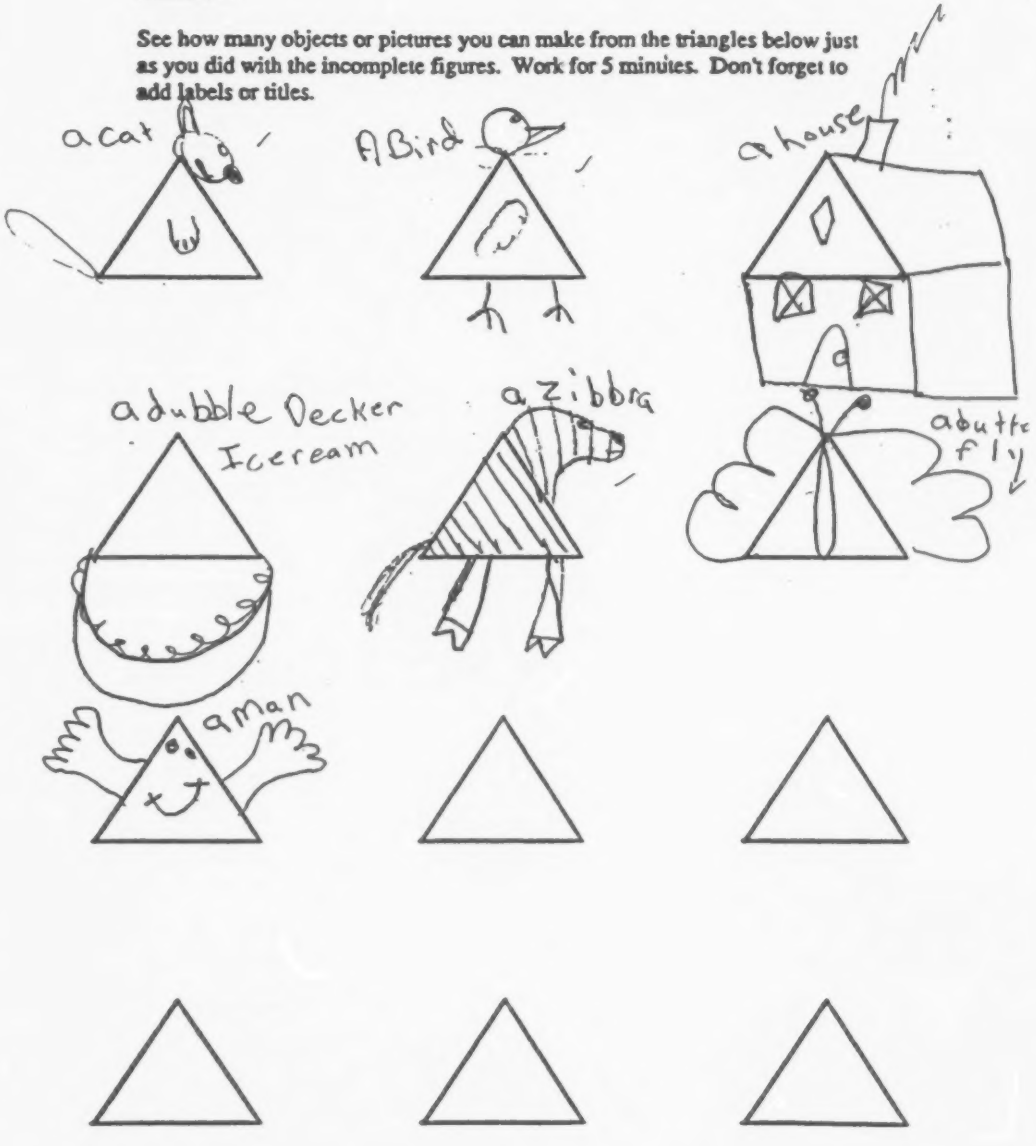
Section One
Overhead/Handout #17.3

## Indiana
## MOLLY'S TORRANCE ACTIVITY 3

**Activity 3**

**See how many objects or pictures you can make from the triangles below just as you did with the incomplete figures. Work for 5 minutes. Don't forget to add labels or titles.**

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# DEFINITIONS AND SCORING FOR THE TORRANCE

**Activity 1** is the Verbal portion of the Torrance and is scored for Fluency and Originality.

a. **Fluency** is defined as the number of relevant responses the student offers.

In Activity 1, the Fluency score is the number of **unusual** uses listed (for junked automobiles). The term "unusual" should be interpreted liberally to include almost all uses (of junked automobiles or any specific part from them). There is **no limit** on Fluency responses for Activity 1.

b. **Originality** is defined as any response other than the common ones, based on a sample of 500 records. (Overhead/Handout #18.3 is a list of common responses for unusual uses of junked automobiles, any of which would receive zero points for Originality).

In Activity 1, the Originality score is the number of responses other than the common ones. Such responses having creative strength are given one point each.

**Activity 2 and Activity 3** are the Nonverbal components and are scored for Fluency, Flexibility, Originality, and Elaboration.

a. The **Fluency** score in Activities 2 and 3 is the number of objects or pictures made from the incomplete figures and triangles.

In Activity 2 the total points allowed for Fluency is **2**, and in Activity 3 the total allowed is **12**. Add the two scores for a possible total Nonverbal Fluency Score of **14**.

b. **Flexibility** is concerned with the number of **different ways** the triangles in Activity 2 and Activity 3 are used.
Examples:
1 pt. - join several triangles together to make a bigger picture
1 pt. - use the triangle as an object in a total picture (perspective)
1 pt. - use the triangle as a part of a total picture
1 pt. - add things to the triangle, e.g., top and bottom as decorations
1 pt. - use as part of total picture
1 pt. - use as space in picture

Total points allowed for Flexibility for Nonverbal Activities 2 and 3 is **14**.

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# DEFINITIONS AND SCORING FOR THE TORRANCE

c. **Originality** for the Nonverbal Activities 2 and 3 is any response not included under the list of common responses.

Additional points are given for combining two or more triangles into a single coherent object or scene:

2 triangles = 1 extra point
3 triangles = 2 points
4 triangles = 3 points...and so on.

Total points allowed for Originality in Nonverbal Activities 2 and 3 is **14**, plus up to **11 extra** points for combining triangles in Activity 3 (for a possible total Nonverbal Originality Score of **25**).

d. **Elaboration** is defined as the imagination and exposition of detail as a function of creative ability and is labeled Elaboration on a primary response. Credit is given in Activities 2 and 3 for each elaboration (detail) added to the original stimulus figure itself. One point is scored for each elaboration.

There is **no limit** on Elaboration points.

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Section One
Overhead/Handout #18.3

# List of Zero-Scored Responses for Originality

## Unusual Uses for Junked Automobiles

### ACTIVITY 1

**Airplane**
**Art work**
**Automobile parts, new/used**
**Bed, use as a**
**Boat, make a**
**Building/construction materials**
**Car, to make new**
**Chair**
**Clothes, fabric for**
**Collect them**
**Decorate, use to**
**Desk**
**Education, drivers'**
**Educational objects**
**Fix it up, fix up and sell**
**Flower pot/bed**
**Frustration/anger, etc. out on, get**
**Furniture, unspecified**
**Hide, a place to**
**Home/house to live in**
**House, club, play**
**House for animals**
**Land filling**
**Mechanic, practice being a**
**Metal, make new**
**Modern art**
**Parts, make use of the good**
**Pens/pencils, make metal parts of**
**Pen, animal**
**Planter, plant pot**
**Playground equipment**
**Play house**
**Recycling, use it for**
**Scrap metal, use or sell as**
**Sculpture**
**Seat, couch, etc.**
**Sell them**
**Shelter**
**Sleep, place to**
**Storage, use for**
**Target for shooting**
**Tire recycling**
**Toys, unspecified**
**Weight lifting, use them for**

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Section One
Overhead/Handout #18.4

# List of Zero-Scored Responses for Originality

## Incomplete Figures and Triangles

### ACTIVITY 2–Figure 1

Abstract design without specific title
Bird
Body (human)
Head, animal (unspecified)
Head, person

### ACTIVITY 2–Figure 2

Abstract design without specific title
Head, person
Horse, horse's head
House
Kite
Tent, tepee

### ACTIVITY 3–Triangles

Abstract design without specific title
Arrow, arrow head
Boat
Body (person)
Car
Design without specific title
Face (person)
Geometric design
Hat
House
Ice cream cone
Monster
Mountain
Nose
Pyramid
Rocket
Roof of house
Star (six-pointed)
Tent
Tepee
Traffic sign
Tree
Tree, Christmas
Triangle
Window

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Section One
Overhead/Handout #19.1

## New Mexico
## MARIA'S TORRANCE ACTIVITY 1

**STREAMLINED DEMONSTRATOR FORM**

TORRANCE TESTS OF CREATIVE THINKING, Verbal and Figural Forms
by E. P. Torrance

Name: _____ Date: 6-2-1995
Educational Level: _____ Organization: _____

**Activity 1**

Think of as many unusual uses of junked trucks as you can
List them below. Try to think of ideas that others will not think of.
Work as hard as you can for 5 minutes.

1. Yo puedo ponerle un motor de espacio y ir al espaci
2. Puedo hacerlo de carteras.
3. Puedo mandarlo. Que haga todo lo que yo diga.
4. Puedo hacerla que me lleve a conocer a todo el mundo.
5. Puedo hacerlo que desaparescamos los dos.
6. Puedo ponerle lumbre.
7. Puedo que eche cosas por los agujeros.
8. _____
9. _____
10. TRANSLATION
11. 1. Give space motor, take to space
12. 2. Make a race car
13. 3. Can tell him to do whatever I say
14. 4. I can make it take me to (the) whole world
15. 5. Make us both disappear
16. 6. Burn it
17. 7. Put things through the holes
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____

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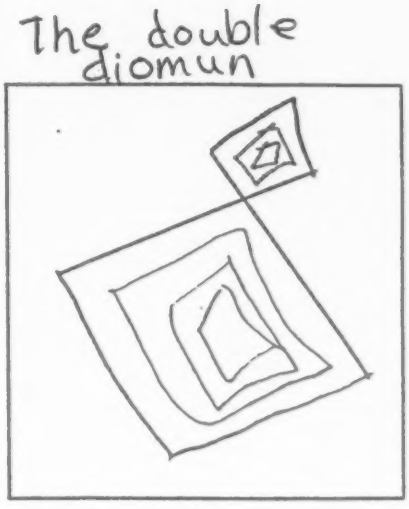
Section One
Overhead/Handout #19.2

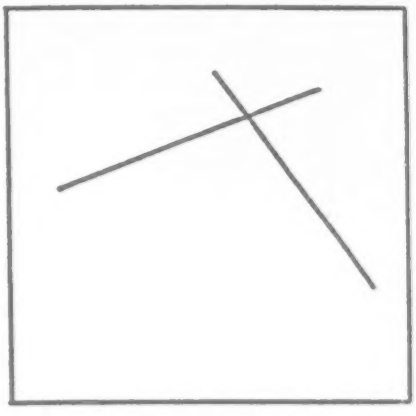
## New Mexico
## MARIA'S TORRANCE ACTIVITY 2

Activity 2

Make some pictures from the incomplete figures below. Try to think of pictures that others will not think of. Make your pictures communicate as interesting and as complete a story as possible. Make up titles for your pictures. Work for 5 minutes.



Stimulus Figure 1



Stimulus Figure 2

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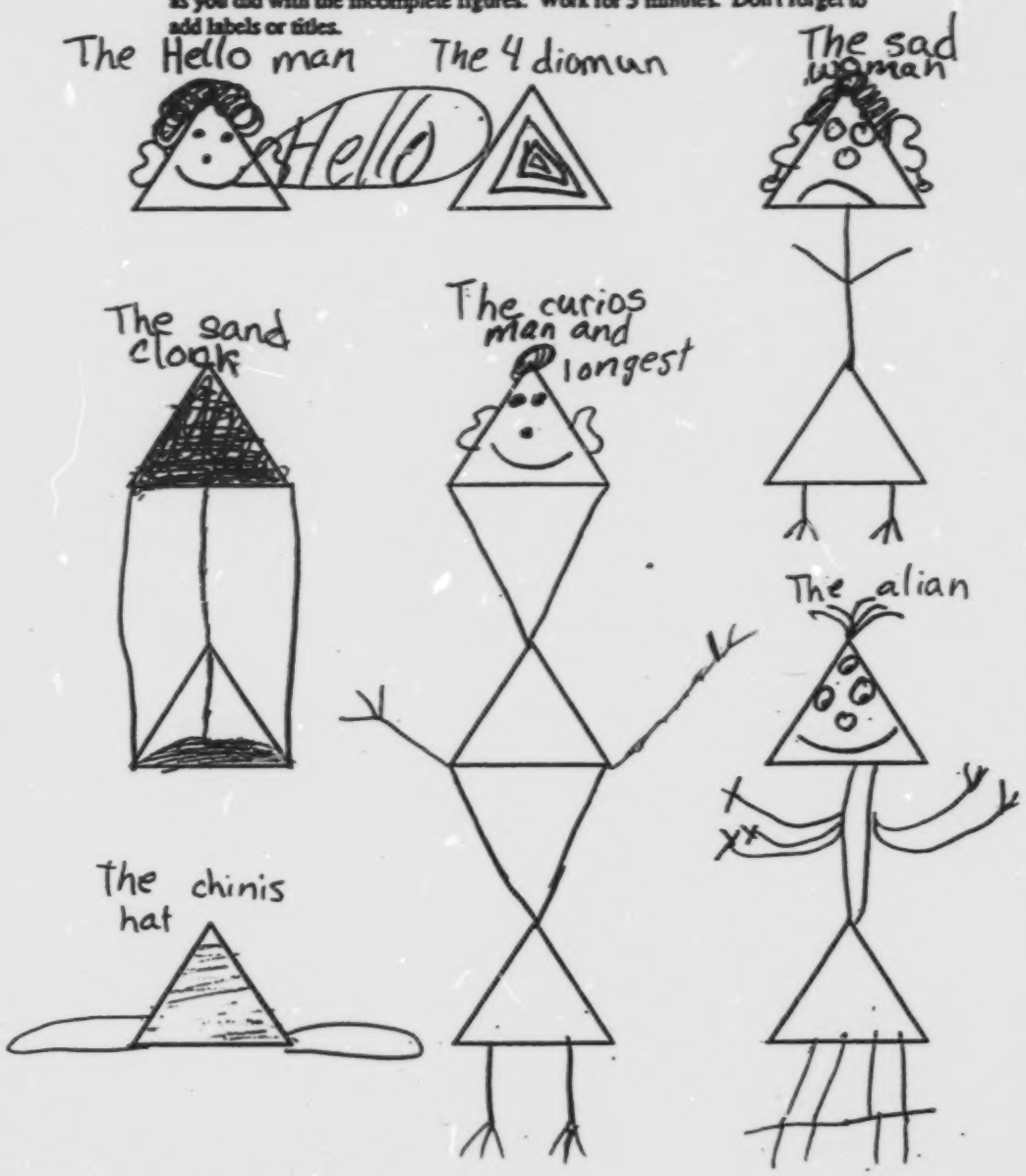
Section One
Overhead/Handout #19.3

## New Mexico
## MARIA'S TORRANCE ACTIVITY 3

**Activity 3**

**See how many objects or pictures you can make from the triangles below just as you did with the incomplete figures. Work for 5 minutes. Don't forget to add labels or titles.**

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Section One
Overhead/Handout #20

## New Mexico
## JESUS'S TORRANCE ACTIVITY 1

**STREAMLINED DEMONSTRATOR FORM**

**TORRANCE TESTS OF CREATIVE THINKING, Verbal and Figural Forms**
**by E. P. Torrance**

Name: _____ Date: 6 2-1995
Educational Level: _____ Organization: _____

**Activity 1**

**Think of as many unusual uses of junked trucks as you can**
**List them below. Try to think of ideas that others will not think of.**
**Work as hard as you can for 5 minutes.**

1. I can used for a bed.
2. I can used for a house to play.
3. I can used for a room.
4. I can used to imaginy we are naidin a car.
5. I can used for be with my friends.
6. I can used for be abage
7. I can used for be a room to do homework.
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____

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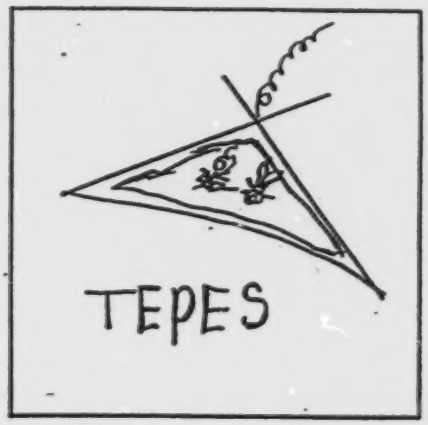
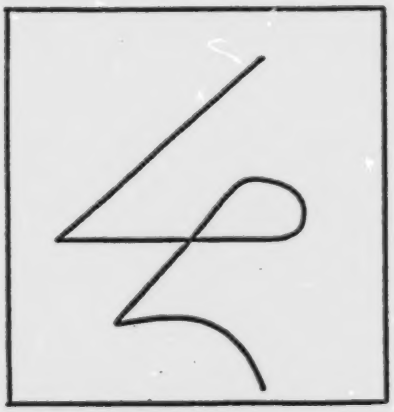
Section One
Overhead/Handout #21

## South Carolina
## THOMAS'S TORRANCE ACTIVITY 2

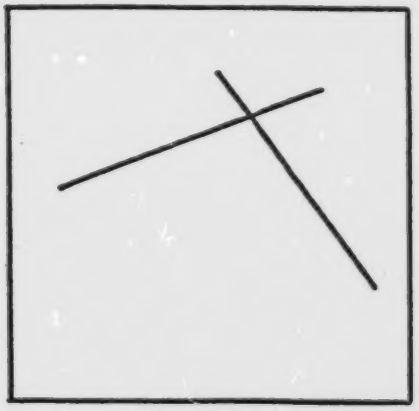
Activity 2

Make some pictures from the incomplete figures below. Try to think of pictures that others will not think of. Make your pictures communicate as interesting and as complete a story as possible. Make up titles for your pictures. Work for 5 minutes.



Stimulus Figure 1



Stimulus Figure 2

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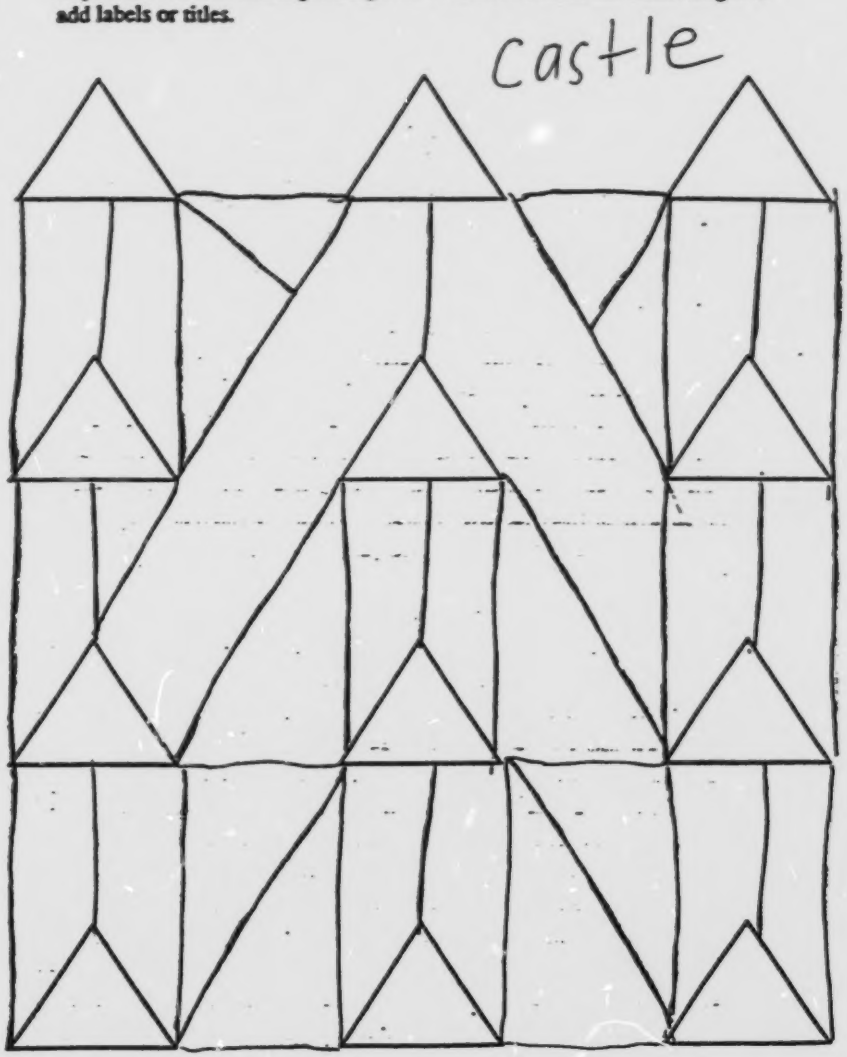
Section One
Overhead/Handout #22

## South Carolina
## LEROY'S TORRANCE ACTIVITY 3

Activity 3

See how many objects or pictures you can make from the triangles below just as you did with the incomplete figures. Work for 5 minutes. Don't forget to add labels or titles.

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Section One
Overhead/Handout #23

## Indiana

## JOHNNIE'S STANDARDIZED SCORES

### Grade 4, Comprehensive Test of Basic Skills

### Language Arts Scores (Reported in Percentiles)

| | | | |
|---|---|---|---|
| Vocabulary | 31 | Language Mechanics | 18 |
| Comprehension | 78 | Expression | 69 |
| Reading Total | 55 | Total Language | 45 |

### Other Percentile Scores in Totals

| | | | |
|---|---|---|---|
| Total Mathematics | 52 | Spelling | 18 |
| Study Skills | 70 | Science | 91 |
| Social Studies | 55 | | |

### Grade 3, Otis-Lennon School Ability Test (OLSAT) IQ = 77

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A-39

Section One
Overhead/Handout #24

## New Mexico

## ROSA'S STANDARDIZED SCORES

### Grade 4, Iowa Test of Basic Skills
### (Reported in Percentiles)

| | |
|---|---|
| Vocabulary | 40 |
| Reading | 51 |
| Math Total | 77 |
| Science | 51 |

### Identification Assessment

**Torrance Tests of Creativity**

| | |
|---|---|
| Verbal | 15 |
| Nonverbal | 34 |
| Ranked in class | 6/37 |

**Writing Sample**

| | |
|---|---|
| Fluency | 3 |
| Flexibility | 3 |
| Originality | 3 |
| Elaboration | 2 |
| Elaboration | 2 |

**Matrix Analogies Test**

| | |
|---|---|
| Group Percentile | 88 |
| National Percentile | 70 |
| Ranked in class | 14/37 |

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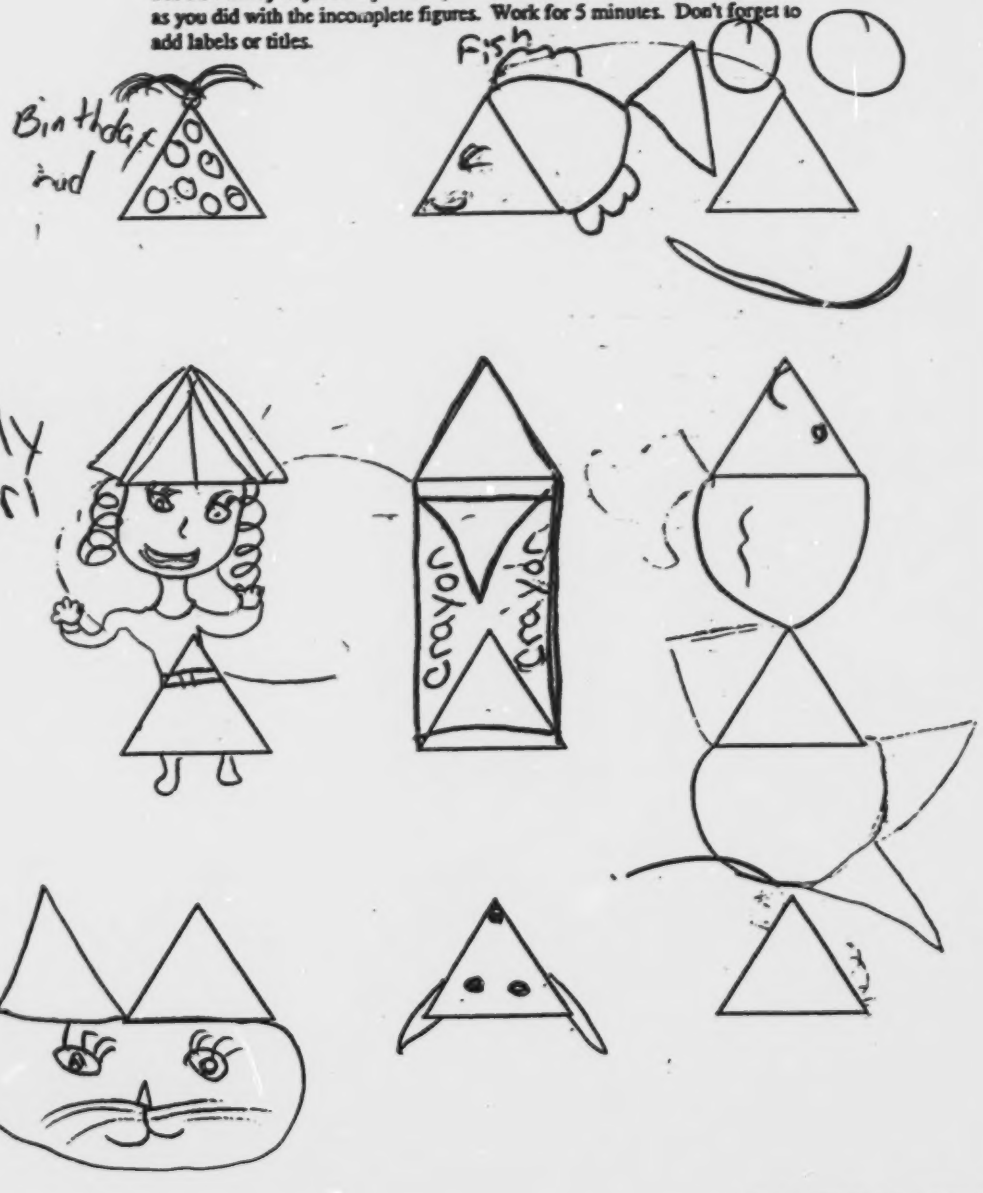
Section One
Overhead/Handout #25

## New Mexico
## ROSA'S TORRANCE ACTIVITY 3

**Activity 3**

See how many objects or pictures you can make from the triangles below just as you did with the incomplete figures. Work for 5 minutes. Don't forget to add labels or titles.

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Section One
Overhead/Handout #26

## South Carolina

## LASHAY'S STANDARDIZED SCORES

**Grade 4, Metropolitan Achievement Test (MAT) 7**
**(Reported in Percentiles)**

| | |
|---|---|
| Reading Total | 92 |
| Language Total | 93 |
| Math Total | 78 |
| Total Battery | 88 |

**Grade 3, Otis-Lennon School Ability Test (OLSAT) IQ = 103**

**Grade 3, Raven's Progressive Matrices 75**

---

**Identification Assessment**

**Torrance Tests of Creativity**

| | |
|---|---|
| Verbal | 9 |
| Nonverbal | 61 |

**Writing Sample**

| | |
|---|---|
| Fluency | 3 |
| Flexibility | 3 |
| Originality | 3 |
| Elaboration | 3 |
| Elaboration | 3 |

**Pioneer Day**

| | |
|---|---|
| Product | 8 |
| Interview | 6 |

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Section One
Overhead/Handout #27.1

## PARENT INFORMATION FORM (Indiana)

Student Name _____ Date _____
Parent Name _____

Directions: If your child has special talents or interests in any of the areas on this form, please fill them out. Fill out only the categories that fit your child. Return this form to your child's teacher by _____. Thank you for your help.

_____

**My Child:**

1. Fixes things: _____ yes _____ no

   If yes...What kinds of things? _____
   _____
   _____

   How long has he/she done this? _____
   _____

   Can you remember (and tell us) any stories about this? Or send a sample to school? What is it? _____
   _____

2. Makes things: _____ yes _____ no

   If yes...What kinds of things? _____
   _____
   _____

   How long has he/she done this? _____
   _____

   Can you remember and tell any stories about this? Or send a sample to school? What is it? _____
   _____
   _____
   _____

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3. Collects things: yes _____ no _____

   If yes...What kinds of things? _____
   _____
   _____

   How long has he/she done this? _____
   _____

   Can you remember and tell any stories about this? Or send a sample to school?
   What is it? _____
   _____
   _____

4. Writes things: _____ yes _____ no

   If yes...What kinds of things? _____
   _____
   _____

   How long has he/she done this? _____
   _____

   Do you have some samples of work that you can send to school? _____
   _____

5. Reads a lot: _____ yes _____ no

   If yes...What kinds of things? _____
   _____
   _____

6. Is really interested in: What? _____
   For how long? _____
   Do you have any samples? _____

7. Something that hasn't been mentioned that I would like to tell you about my child:
   _____
   _____
   _____

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Section One
Overhead/Handout #28.1

## Parent Information Survey

**(South Carolina)**

Student Name_____ Date_____

Parent Name_____

**Directions:** If your child has special talents or interests in any of the areas on this form, please fill them out. Fill out only the categories that fit your child. Return this form to your child's teacher by September

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**MY CHILD -**

1. Fixes things or makes things: _____yes _____no

   If yes, what kinds of things?_____

   _____

   How long has he/she done this?_____

   Can you remember (and tell us) any stories about this? Or send a sample to school?

   What is it?_____

   _____

2. Is talented in (music, dancing, singing, storytelling, etc.) Describe the talent____

   _____

   How long has he/she done this?_____

   Can you remember and tell any stories about this? Or send a sample to school? What is it?

   _____

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3. Writes or draws things: _____yes _____no

   If yes, what kinds of things?_____

   _____

4. Is the leader with other children in games or activities: _____yes _____no

   Please describe and give examples_____

   _____

5. Has a good memory: _____yes _____no

   What kinds of things does he/she remember? Please give examples_____

   _____

6. Reads a lot: _____yes _____no

   If yes, what kinds of things?_____

   _____

7. Is really interested in:_____

   _____

   For how long? Do you have any examples?_____

8. Something that hasn't been mentioned that I would like to tell you about my child:

   _____

   _____

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## Sample Anecdotes
## Parent Information (Indiana)

"**Evan** is very good at figuring out how things are put together. He was 4 when his Dad bought a wheel barrow. My husband had the instructions but was having to try to figure them out. He left the room. When he returned Evan had assembled it and my husband tightened the bolts down.

. . . made a chair when he was 4. He made it out of scrap wood, with a back and 4 legs and you could actually sit on it. He also made a ladder.

. . . built a go cart in the third grade. It is made out of wood, you sit in it and steer with your feet. The only help he had was puttin on the wheels, otherwise he built and designed it by himself,

. . . he absolutely loves to build and hammer. He is extremely talented at building and designing things."

"**Rhonda** has made games--word searches, mazes, card games, and board games --since she was 5 years old.

She has written short stories and humorous things since before she actually could write; she told her stories to her brother and sister and had them write them for her.

Rhonda is really interested in making things--anything to do with building and creating out of any available materials or scraps.

. . . has been able to do perspective drawings since she was 6 years old."

"**Allen** collects baseball cards. He uses price guides to determine the value of the cards and sells them. (He is quite good at making a profit).

. . . is very good in math and enjoys business. He has been particularly interested in his father's flea-market business since he was in the first grade. He is very good at earning money and finding ways to profit. Maybe he'll be a tycoon when he grows up!"

"**Jimmy** works on diesel engines, repairing, greasing, tightening bolts, washing, changing oil, etc.; he has done this for 3-5 years.

. . . he builds cars and trucks with legos, collects cars and trucks, draws diesels every day (and draws horses)."

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Section One
Overhead/Handout #30

## Sample Anecdotes
## Parent Information (South Carolina)

*Question: Does your child fix or make things? How long has she/he been doing this?*

M.H. "any things he put his mine to do he can do it sent 7" (since age 7)

R.H. "well, he tore his bike down, fixed it back. He tinkles around with radios. When he was 9"

Z.T. "...was hungry and couldn't wait for anyone to fix her food so she did it and got a spanking. For 2 years"

*Question: Describe the talent. How long has he/she done this?*

Z.T. "She lies excessively, but she dances well. All of her life."

M.H. "He love to sing church songs sent 1 until now"

W.C. "...like to repeat stories he has read"

*Question: Your child is really interested in?*

Z.T. "Eating and Be nosey"

W.C. "Computers"

M.H. "Learning"

R.M. "Drawing, playing sports"

*Question: Something that hasn't been mentioned that I would like to tell you about my child:*

T.W. "T. is very smart but I worry about how much common sense she has.

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Section One
Overhead/Handout #31.1

# Teacher Information Form

**Student** _____

**Teacher** _____ **School** _____

**Does this student:**

1. Improvise with commonplace materials and objects for school purposes? What kinds of things? Please tell us (write about it). _____
   _____
   _____
   _____
   _____

2. Come up with inventions and ideas (real or imagined) to produce solutions to day-to-day problems? What kinds of things? _____
   _____
   _____
   _____

   Can you remember (and tell us) any stories about this? _____
   _____
   _____
   _____
   _____

3. Produce solutions and ideas that others do not think of? How long has he/she done this? _____

   Can you remember (and tell us) any stories about this? _____
   _____
   _____
   _____
   _____

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4. Influence other children to do things he/she initiates? How long has he/she done this?

   _____

   Can you remember (and tell us) any stories about this? _____

   _____

   _____

   _____

   _____

5. Try to be funny? He/she is amusing in writing, drawings, or role playing. Makes up humorous jokes; tells about her/his experiences with humor.

   Can you remember (and tell us) any stories about this? _____

   _____

   _____

   _____

   _____

6. Have a sustained/enduring interest in a subject (e.g., science, math, literature), and advance ideas and concepts about the subject(s), even though she/he may not complete assignments?

   Which subject(s)? _____

   _____

   Can you remember (and tell us) any stories about this? _____

   _____

   _____

   _____

7. Something that has not been mentioned that I would like to tell about this child:

   _____

   _____

   _____

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## Sample Anecdotes
## Teacher Information (South Carolina)

*Produces solutions and ideas that others do not think of.*

T reasons very well. She solves problems encountered during storytime and when asked high level questions, she speaks out.

*Influences other children to do things he/she initiates.*

She is definitely a leader. It doesn't take much for her to influence others.

*Tries to be funny. He/she is amusing in writing, drawings, or role playing. Makes up humorous jokes; tells about her/his experiences with humor.*

T loves to write and role play. She enjoys writing funny fantasy stories. She also likes to imitate funny actors and actresses.

*Has a sustained/enduring interest in a subject, e.g., science, math, literature...*

T always tries to figure out different ways to work math problems. She loves to read novels. Whatever she reads she shares it with the class.

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Section One

Overhead/Handout #33.1

*Project SPRING, Indiana University

# Parent Inventory--Spanish (New Mexico)

**En Berino estamos tratando de identificar estudiantes sobre sallentes de esta comunidad. Usted puede ayudarnos.** Piense en su niño o niña y por favor comparta sus opiniones referente a características que su niño o niña pueda tener.

*Nombre del niño o de la niña*

Nunca = 0
Muy poco = 1
¿Su niño o niña..... Algunas veces = 2
A menudo = 3

1. tiene curiosidad de saber o aprender diferentes cosas; quiere saber "cómo" y "por qué", ademas hace muchas preguntas..... 0 1 2 3

2. es capaz de pensar en como resolver problemas de una manera poco comunes ..... 0 1 2 3

3. es capaz de influenciar o persuadir (convencer) a otros..... 0 1 2 3

4. es constante con tareas o asuntos que a él ó a ella le interesan..... 0 1 2 3

5. es inteligente en hacer (construir) cosas con materiales comunes (simples)..... 0 1 2 3

6. es capaz de aprender rapidamente a través de experiencias manuales, (despues de hacer cosas por sí mismo/a)..... 0 1 2 3

7. es capaz de entender la importancia de la cultura y de la familia..... 0 1 2 3

8. es capaz de aprendér un nuevo idioma con facilidad..... 0 1 2 3

9. es capaz de comunicarse y llevarse bien con diferentes personas..... 0 1 2 3

10. es capaz de tomar decisiones..... 0 1 2 3

11. tiene habilidad para bailar, cantar, tocar un instrumento musical o disfruta escribiendo mùsica o canciones..... 0 1 2 3

12. tiene buen sentido del humor..... 0 1 2 3

13. tiene grandes abilidades para dibujar y para el arte..... 0 1 2 3

14. tiene buena coordinón física y habilidad para los deportes y otras actividades similares..... 0 1 2 3

15. tiene buena memoria..... 0 1 2 3

16. tiene buena capacidad para organizar y planear..... 0 1 2 3

17. es capaz de inventar historias (cuentos) o poémas y tiene ideas especiales o únicas..... 0 1 2 3

18. es capaz de expresar sus sentimientos..... 0 1 2 3

19. es capaz de resolver problemas de una manera diferente a la mayoría de las personas... 0 1 2 3

20. es capaz de entender la importancia de la naturaleza (el tiempo, la luna, la tierra, las estrellas, etc.) en relación con la labranza, la siembra o el cultivo... 0 1 2 3

21. sabe de cosas que otrós niños ignoran (no saben)..... 0 1 2 3

22. piensa acerca de lo que quiere ser cuando crezca (sea grande), y se pone metas (objetivos) para lograrlo..... 0 1 2 3

23. ayuda a otros a resolver problemas..... 0 1 2 3

24. le cae bien a muchas personas..... 0 1 2 3

25. hace las cosas por su propia iniciativa; no espera que alguien le mande?..... 0 1 2 3

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Section One

Overhead/Handout #33.2

*Project SPRING, Indiana University

# Parent Inventory--English (New Mexico)

**At Berino we are trying to identify students from this community who may be talented and gifted. You can help us. Please think about your child and share your opinions on which characteristics are like your child.**

_____

*Student's Name*

Your child.....

0 = not at all
1 = at times
2 = often
3 = a great deal

1. is curious about knowing things. Wants to know "how" and "why" and asks a lot of questions..... 0 1 2 3

2. thinks of unusual ways to solve problems..... 0 1 2 3

3. is able to influence or persuade others to do things, or change their minds..... 0 1 2 3

4. sticks with a task that he or she is interested in..... 0 1 2 3

5. is clever in making things by using ordinary materials..... 0 1 2 3

6. learns quickly through hands on experience..... 0 1 2 3

7. understands the importance of culture and family..... 0 1 2 3

8. has the ability to learn a new language..... 0 1 2 3

9. knows how to interact and get long with different people..... 0 1 2 3

10. is a decision maker..... 0 1 2 3

11. abilities in dancing, singing playing a musical instrument or enjoys writing music or songs..... 0 1 2 3

12. has a good sense of humor..... 0 1 2 3

13. has outstanding abilities in drawing and art..... 0 1 2 3

14. is very athletic and good in sports..... 0 1 2 3

15. has a good memory..... 0 1 2 3

16. has good skills in organizing and planning..... 0 1 2 3

17. likes to make up stories or poems and has ideas that are unique..... 0 1 2 3

18. is able to express his or her feelings..... 0 1 2 3

19. solves problems in ways that most people would not think of..... 0 1 2 3

20. understands the importance of nature in relation to farming (the weather, the moon, the soil, the stars, etc.)..... 0 1 2 3

21. knows about things that other children are not aware of..... 0 1 2 3

22. thinks about what he or she wants to be and set goals to accomplish it..... 0 1 2 3

23. helps others solve problems..... 0 1 2 3

24. is liked by a lot of people..... 0 1 2 3

25. is a self-starter. Initiates and does things without being told..... 0 1 2 3

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Section One
Overhead/Handout #34

*Project SPRING, Indiana University

# Teacher Inventory--English (New Mexico)

Teacher _____
School _____
Date _____

| 1. Least like the student<br>2. Somewhat like the student<br>3. Most like the student | Children's names | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Is highly alert and observant; usually "sees more" or gets more out of a story, film, etc., than others. | | | | | | | | | | | | |
| 2. Remembers things well; has a good memory. | | | | | | | | | | | | |
| 3. Is curious about a variety of things, wants to know "how" and "why." | | | | | | | | | | | | |
| 4. Is often absorbed in activity. | | | | | | | | | | | | |
| 5. Learns easily and quickly. | | | | | | | | | | | | |
| 6. Communicates and expresses ideas very well. | | | | | | | | | | | | |
| 7. Is very good at applying to everyday situations what s/he has learned. | | | | | | | | | | | | |
| 8. Knows about things of which other children are unaware. | | | | | | | | | | | | |
| 9. Understands abstract relationships such as cause and effect. | | | | | | | | | | | | |
| 10. Is especially good at solving problems. | | | | | | | | | | | | |
| 11. Does well with creative/artistic activities and/or ideas. | | | | | | | | | | | | |

Section One

Overhead/Handout #35

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# Student Self-Evaluation--Spanish (New Mexico)

Puede que algunas de las siguients frases te describan. Lealas cuidadosamente. Al lado de cada frase selecciona el número que más adecuadamente te describa.

Su Nombre

Selecciona *solamente uno* de los siguientes números.....

0 = Nunca
1 = Muy poco
2 = Algunas veces
3 = Mucho

1. Soy fácil de tratar..... 0 1 2 3
2. Tengo muchos amigos..... 0 1 2 3
3. Sé como llevarme bien con las personas. 0 1 2 3
4. Otras personas saben que soy inteligente..... 0 1 2 3
5. Tengo buena imaginación..... 0 1 2 3
6. Soy muy bueno/buena en los deportes..... 0 1 2 3
7. Me gusta el estudio de las ciencias..... 0 1 2 3
8. Disfruto resolver problemas matemáticos 0 1 2 3
9. Prefiero trabajar a solas en proyectos especiales o proyectos en la escuela..... 0 1 2 3
10. Me gusta hablar acerca de las ideas..... 0 1 2 3
11. Disfruto leyendo un buen libro..... 0 1 2 3
12. Tengo buen sentido del humor..... 0 1 2 3
13. Aprendo bailes con facilidad..... 0 1 2 3
14. Soy capaz de resolver un problema en maneras diferente a otras personas..... 0 1 2 3
15. Soy capaz de dirigir la organicación y planificación de un proyecto o de una actividad..... 0 1 2 3
16. Disfruto aprender cosas nuevas, aunque sean difíciles..... 0 1 2 3
17. Me gusta la música, el arte o el drama.... 0 1 2 3
18. Tengo opinión propia y a menudo expreso mis sentimientos, aunque otras personas no estén en acuerdo..... 0 1 2 3
19. Dedico mucho tiempo en proyectos que me gusten..... 0 1 2 3
20. Tengo facilidad en construir cosas utilizando diferentes materiales y objetos que pueda encontrar..... 0 1 2 3
21. Soy capaz de recordar cosas con facilidad. Tengo buena memoria..... 0 1 2 3
22. Soy muy bueno/buena para aplicar lo que he aprendido a situaciones diferentes..... 0 1 2 3
23. Creo que es muy importante terminar la secundaria y luego ir a la universidad..... 0 1 2 3
24. Tengo grandes expectativas en relación a mi trabajao y mi comportamiento..... 0 1 2 3
25. Me gusta mi familia y mi cultura..... 0 1 2 3

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Section One

Overhead/Handout #36

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# Community Inventory--English (New Mexico)

**At Berino we are trying to identify students from this community who may be talented and gifted. You can help us. Please think about this student and share your opinions on which characteristics are like the student.**

_____

*Student's Name*

This student..... 0 = not at all, 1 = at times, 2 = often, 3 = a great deal

1. is curious about knowing things. Wants to know "how" and "why" and asks a lot of questions..... 0 1 2 3

2. thinks of unusual ways to solve problems..... 0 1 2 3

3. is able to influence or persuade others to do things, or change their minds..... 0 1 2 3

4. sticks with a task that he or she is interested in..... 0 1 2 3

5. is clever in making things by using ordinary materials..... 0 1 2 3

6. learns quickly through hands on experience..... 0 1 2 3

7. understands the importance of culture and family..... 0 1 2 3

8. has the ability to learn a new language..... 0 1 2 3

9. knows how to interact and get long with different people..... 0 1 2 3

10. is a decision maker..... 0 1 2 3

11. abilities in dancing, singing playing a musical instrument or enjoys writing music or songs..... 0 1 2 3

12. has a good sense of humor..... 0 1 2 3

13. has outstanding abilities in drawing and art..... 0 1 2 3

14. is very athletic and good in sports..... 0 1 2 3

15. has a good memory..... 0 1 2 3

16. has good skills in organizing and planning..... 0 1 2 3

17. likes to make up stories or poems and has ideas that are unique..... 0 1 2 3

18. is able to express his or her feelings..... 0 1 2 3

19. solves problems in ways that most people would not think of..... 0 1 2 3

20. understands the importance of nature in relation to farming (the weather, the moon, the soil, the stars, etc.)..... 0 1 2 3

21. knows about things that other children are not aware of..... 0 1 2 3

22. thinks about what he or she wants to be and set goals to accomplish it..... 0 1 2 3

23. helps others solve problems..... 0 1 2 3

24. is liked by a lot of people..... 0 1 2 3

25. is a self-starter. Initiates and does things without being told..... 0 1 2 3

11/94

## South Carolina
## Storytelling Instructions

*Teachers: Please explain or give examples as to what would/would not be appropriate stories in the classroom.*

1. **Time Limits**: Each storyteller may have 3-5 minutes, including introduction, to tell his or her story.

2. **Introduction**: An introduction for this event should include the title and set the stage for the audience to sit back, relax, and enjoy the story.

3. **Limits**: Notes may not be used.

4. **Category Explanation**: Storytelling is simply telling a story. This is a fun thing to do and the wealth of possible stories to retell is endless. Any story that has (a) a plot with a short, interesting beginning, (b) logical development of episodes, (c) spirited conflict, and (d) a definite high point followed quickly by a brief, satisfying conclusion is a great choice.
   Choose stories about your family and community, or those you have heard or read. You want more than one character and dialogue.

5. **Suggestions**: In preparing a story, the student should:

   a. Choose or make-up a story that other students will like.
   b. Practice retelling the story in your own words.
   c. Outline the sequence of events of the story and only use this outline when practicing the story.
   d. Use vocal variations for characters and gestures specifically for each character.
   e. Rehearse the story aloud seven or eight times in front of a mirror.
   f. Be enthusiastic! Your audience will love it.

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Section One
Overhead/Handout #38

## Storytelling Evaluation Form (South Carolina)

### STORYTELLING SPRING II
**(time limit: 3-5 minutes)**

Name _____ School _____

Title _____

Evaluator's Signature _____

Evaluator: Mark each category 1-3 holistic scoring.

1. Clear storyline:

2. Characterization:
   (each character distinct and believable throughout story)

3. Voice quality:
   (expression, volume, projection, articulation)

4. Kinesthetics:
   (body language, facial expressions, gestures, movements)

5. Overall rating:

6. Any other comments:

**Scoring Rules:**

0 = no evidence
1 = rarely evident
2 = sometimes present
3 = evident throughout

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## South Carolina
## Storytelling Sample

### The Beginning of Spiderman

Once there was a boy named Peter Parker and he was in college going to school learning science and mathematics. So one day he stayed after school to help his doctor. So the doctor said, "Think now. I was just thinking I want you to watch the spider and at the same time do the work." So the scientist went home. He said, "Bye Peter, I'm going home now." And Peter said, "Bye." As he closed the door, he said, "Take good care of the spider."

So Peter was doing his work when suddenly out of the blue the spider got out and started crawling, crawling, crawling. And then it saw Peter. But Peter didn't saw it though. So the spider crawled and crawled and crawled, but it got on Peter and Peter didn't feel it. Now this was strange. How come Peter didn't feel it, but it bit him? He was knocked out for a few seconds, but when he came back, he got the spider and he put it in and then he didn't know nothing till a little while later.

Then he said, "Grandmother, there's no one in the city to help the cops fight criminals, so I'll help them."

Grandmother said, "Are you crazy? You're not fast enough. You'll get hit the first time you try."

"But Grandmother, I've got an idea."

She said, "What do you need me to do?"

"A costume, that's all I need and I can do the rest.

"I got one idea that will help you - a mysterious costume. You want a mysterious costume, I have just the one for you - a spider."

"A spider? That's not strange."

"Yes it is. You ever saw a comic book, right? A comic book's not real. Spiderman's not real in it. Why don't you make it come true?"

"Now I got to do it - Thanks Grandma."

So he went up in the attic and he just thought and thought and thought. "I wonder what I can do?" So - "I know, if I'm going to be Spiderman I got to have spider powers." So he said "uh-oh!" So he stepped out the window and said, "There's the suit" He could grab on and he almost fell, so he say, "Wait a minute, I didn't fall." So all he did was move slowly and slowly, and he pulled it up. "Wait a minute, if I didn't fall that mean I am a spider. So he say, "I better test this out before I use it." He be climbing up and climbing up, "Yes, yes, I have the powers." Then he lean back down and grab the suit, climbed up, went through the window and shut it.

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## The Beginning of Spiderman (continued)

He say, "Grandma, Grandma, look what I did, look what I did! I can climb the wall!"

She say, "That's flim-flam."

"I can prove it to you. I can prove it to you."

He climbed out the window and crawled all around the wall and said, "I told you I could do it."

"To fight crime you gotta be fast."

"Spiders are fast and I got spider powers."

So he said, "Grandma wish me luck. I'm going off to fight crime."

So she say, "Good luck. Remember you only gonna get one time. This ain't a comic book."

He went and went and went. One night there was a big criminal. No cops could never catch this criminal. They say, "Look up in the sky! What in the world is that?"

Can't hardly see nothing but what are we gonna do? What are we gonna do?"

"Look, he's coming outa the blue. He's Spiderman."

"Oh! Spiderman's not true."

"But look witch your own eyes - that is him 'cause ghosteses ain't true so it must be him."

"Yeah it's me. I'm Spiderman." He came down and came down.

"Yep! It's just me your neighborly Spiderman to help you fight crime. Anybody know where that big crime gonna be?"

"I just see where there's trouble at."

And soon he saw this big bank. He said, "That bank's closed."

Then he hears something and he jumped off the building and he went in and said, "Stop you evil villains!" I'm gonna catch you."

"You ain't gonna catch us." So they starts to shoot Spiderman. But Spiderman ran around and around.

They said, "He so fast, he can't be human. Take care of him boys." They hit and hit, but they couldn't hit him.

"You're not going to be able to catch me!"

They tried to tie him up. "Ain't no way you gonna git me with that bomb."

Boom!

When the smoke cleared, where was he?

He grabbed them and took them to the police station.

Police said, "Thanks Spiderman, you're a bunch of help to us. We would have never find them."

So he went home and said, "Grandmother, I know I can be it. I know I can be it."

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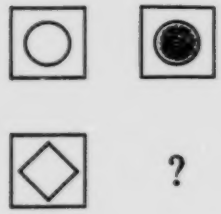
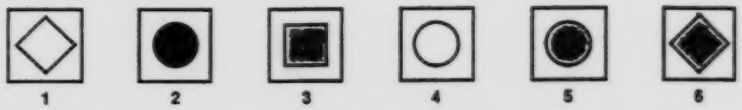
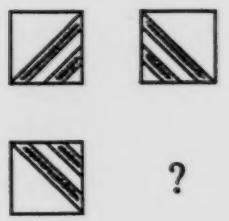
Section One
Overhead/Handout #40

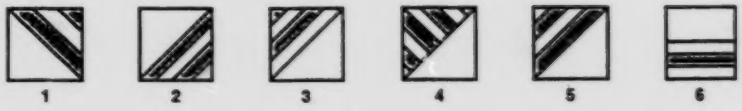
## MATRIX ANALOGIES TEST - SHORT FORM (MAT-SF)
### Sample




8

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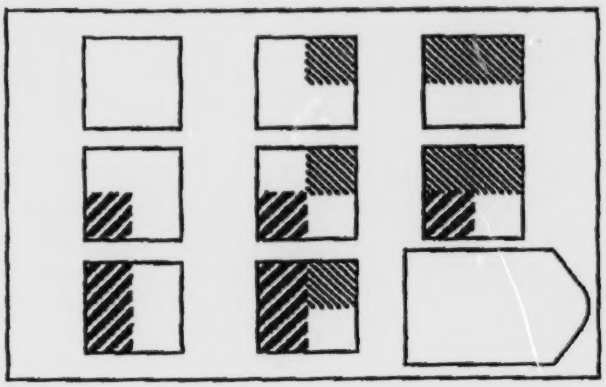
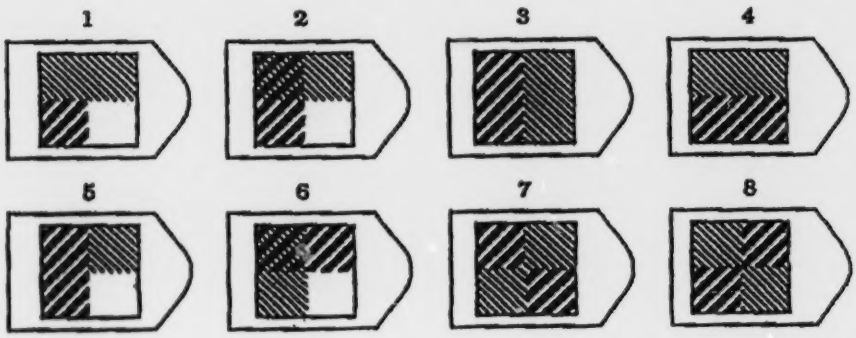
Section One
Overhead/Handout #41

# RAVEN'S STANDARD PROGRESSIVE MATRICES
## Sample

C12



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Section One
Overhead/Handout #42

# WORKSHOP EVALUATION FORM

Name (optional): _____

Name of workshop: _____

Date of workshop: _____

**Please check one:**

Elementary Teacher _____ Middle School Teacher _____ High School Teacher _____

G/T Teacher _____ G/T Coordinator _____

Other (please specify) _____

1. How was this workshop relevant to your needs?

2. As a result of this workshop, what information presented will be most useful to you and why?

3. Please describe briefly the workshop leader's effectiveness in: communication with participants, organization of presentation, addressing the participants' needs and questions, and adapting materials and concepts with participants.

4. How would you describe workshop materials presented?

5. In what ways could this presentation be improved?

6. Please comment on the appropriateness of the room size and the time and day of the workshop.

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# APPENDIX B

## Overheads and Handouts

## Section Two

## Nontraditional Identification Instruments and Procedures Workshop

## APPENDIX B
## OVERHEADS and HANDOUTS


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## OVERHEADS and HANDOUTS


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# PIONEER CONTEST
## Activity Choices

**"You are hiking through the woods and become lost. How will you find your way home . . . Or survive?"**

Choose one of the following activities to do in a period of one hour. If you complete one and wish to do another, feel free to do so. Judging will be based on creativity, understanding of problems, imagination, organization and ability to use resources. Prizes will be awarded.*

CONTEST ACTIVITY CHOICES:

1. Draw a map of the area. Include all important information. Show natural landmarks and how you would try to get out of the woods. Explain where you might want to stop and why. (SPATIAL: Compass)

2. Build a dwelling for the evening. Use materials from nature. Explain how it will protect you from the things you might run into. (KINESTHETIC: Legos)

3. Tell a story into the tape recorder or write a letter in your diary about your encounters with animals or nature. Tell how you might try to get out of the woods or survive in it. You can make it a "Tall Tale" to enter in the Liar's Contest. (LINGUISTIC and INTRAPERSONAL: Diary, Audio Tape)

4. Show how you would measure the height of a tree and the weight of an animal. Tell how knowing those measurements could help in your journey. (LOGICAL/MATHEMATICAL: Puzzle)

5. Draw a picture of a new plant or animal you have seen in the woods. Tell everything you know about it. (VISUAL/SPATIAL: Markers)

6. Make up a song about your experiences in the woods or make an instrument from natural materials. (MUSICAL: Recorder)

7. Create a system to communicate with your buddy in the woods. (INTERPERSONAL: Checkers or Chess)

*Gardner's Multiple Intelligences and prizes are listed in parentheses.

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Section Two
Overhead/Handout #2.1

Indiana

## PIONEER CONTEST SCORING WORKSHEET
### Interviews and Products

Name _____ Sex: M F
Date _____ Grade _____ Teacher _____
Scorer _____
Contest # and Contest Name _____

Score both interview and product with the numbers 1-5 (1=low, 5=high).

I. Critical Thinking . . . . . Subtotal _____

| | Interview | Product |
|---|---|---|
| Content Knowledge | | |
| Clarity | | |
| Consistency | | |
| Logic | | |
| Application | | |
| Analysis | | |
| Synthesis | | |
| Evaluation | | |

II. Creativity . . . . . Subtotal _____

| | | |
|---|---|---|
| Originality | | |
| Fluency | | |
| Flexibility | | |
| Elaboration | | |
| Abstraction | | |
| Empathy, Sensitivity | | |
| Curiosity | | |

Total . . . . . Interviews _____ Products _____

**GRAND TOTAL** (add 2 subtotals) . . . . . _____

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Section Two
Overhead/Handout #2.2

**South Carolina**
**Score Sheet for Process Identification**
**(Pioneer Contest)**

Name _____ Sex M F

School _____ Teacher _____

Date _____ Grade _____

Scorer _____

(Award total points nonverbal and verbal for each category; then check any descriptors that apply.)

| **Product** (Nonverbal) | **Interview** (Verbal) |
|---|---|
| **Creativity** | |
| _____ points (0-10) | _____ points (0-5) |
| _____ Originality | _____ Fluency |
| _____ Elaboration | _____ Elaboration |
| _____ Complexity | _____ Imagination |
| **Problem Solving** | |
| _____ points (0-5) | _____ points (0-5) |
| _____ Organizes materials | _____ Expresses a plan |
| _____ Solves task | _____ Explains solution |
| Product Total _____ | Interview Total _____ |

**Grand Total** _____

Comments: _____

_____

_____

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## Questions for Interviews

1. **Tell me your name, your teacher's name, and which contest you entered.**

2. **Share your final product. Tell us about it. How did you make it? Why? With what?**

3. **Why did you choose to do this contest?**

4. **Would you like to enter others? If so, what?**

5. **How did you feel about your project?**

6. **If you had more time, what would you add or change?**

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# COMMENTS FROM PIONEER CONTEST INTERVIEWS

This student chose Contest #2 (building a dwelling), and had a plan. He spoke in full sentences and was assertive in taking over the interview to relate what and how he had done. He felt he could camouflage the dwelling and that he could still find it. He told of choosing clay to hold the structure together instead of glue, because the glue would show white and he was concerned about the color showing. This student likes to build and shows a lot of confidence in doing so.

This student chose Contest #5 (drawing a plant or animal) and produced a **plant** which looks like a fish and fish eat it. The plant is purple in color. "The color comes from the pond if it's clean." The plant lives only in water and will die when taken out of it.

This student chose Contest #2 and used much material: craft sticks, feathers, string, leaves, and clay to hold it all together. This structure used detail and the complexity of the structure gave credence to the comment, "I like building things."

This student asked more questions to clarify the contest than anyone else in two years of the contests, and apologized for asking so many questions, but was curious. The student chose contest #2 and was more verbal than most and answered questions in complete sentences. Spoke in terms of a settlement rather than a dwelling, used feathers for insulation because there would be chickens around and you could get feathers. "I feel it's sturdy. Trees stop the wind so it's ok in the woods. I'd feel safe and secure if it was life-size."

Contest #2. This student used craft sticks, clothespins, cloth, and real sticks to quickly create a dwelling which was camouflaged. Then asked why #2 was chosen: "I thought it was the easiest." Was not interested in doing any other contests and pronounced "I am finished" in a very short period of time. This student was very self-assured during the interview, spoke in complete sentences and called attention to the product by the speed with which it was completed and the manner in which it was presented.

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# INSTRUCTIONS for the PIONEER CONTEST

## Time and Location

1. Establish a time and location for the contest with the principal, teachers, and maintenance staff. The Pioneer Contest for each class will take one and one-half hours.

2. The best location is in a large area with 12-foot tables, such as in a cafeteria. No more than one classroom at a time should be participating, so scheduling needs to be arranged to complete one grade level in no more than a week's time.

## Set Up

1. The cafeteria area should be set with three large tables for materials, pushed together in the center, and seven large activity tables arranged around the room.

2. Each large table is designated for one of the activities, with the activity name and number (1 through 7) large enough to be seen from around the room; directions are taped to the each table. Any materials specific to an activity number are placed on the appropriate tables, e.g., tape recorders, crayons.

3. The central location of materials works better than trying to place a little bit of everything at each table, since there is such a large variety for the students to use for construction of their contest entries. Replenish the supply of materials for each day.

4. Do **not** limit the students on the amount of materials they use; they can come and go as needed to select materials. After the initial materials selection, the students are spread out at appropriate tables, giving them space to work and discouraging "piggybacking" of ideas from student to student.

5. Define a minimum of two interviewing areas, with videotape equipment set up. The areas must be in the same room, however, so that students can go to the interviewers, or the interviewers can come to them when the products are completed.

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## Materials List

pencils (colored, regular)
theme paper
drawing paper
markers
leaves
twigs
rocks
feathers
acorns
chestnuts
evergreen branches
cloth
glue
newspapers
tape recorder
audio tapes
camcorders
videotapes
craft sticks
modeling clay
pipe cleaners
floral wire
thin wire
yarn
bailing twine
string
rope
clothespins

product and interview evaluation forms
prizes
certificates for students, teachers, volunteers

A very large quantity of all items is needed, especially those used for building materials. Figure the quantity based on the number of students per grade level.

## Personnel Needed

1. In Charge: The G/T Coordinator or a Volunteer should take charge of the contest, with assistance from teachers and parent volunteers.

2. Evaluation: The Evaluation Team of interviewers and judges must be personnel trained to recognize creativity and critical thinking, logic and reasoning.

3. Camera People: People trained to operate camcorders are needed (can be the evaluators).

4. Volunteer Aides: Volunteers are needed for:
   a) student questions or problems that may arise,
   b) clean-up and set-up,
   c) making certificates.

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## Procedure

1. The person in charge (Gifted and Talented Coordinator, Volunteer, etc.) visits each of the classrooms to start the Pioneer Contest at a prearranged time. The leader explains to each class that their elementary school is looking for ways that children learn best, and in order to help them do that, the school is sponsoring a contest (7 or 9 contests based on activity areas) today. Everyone in the room can choose which contest they want to enter. Prizes will be awarded.

2. The leader explains that videotaping will be going on while the children work. When they are finished, each person will explain his/her final product and how and why he/she made it.

3. The students are told that they can use what they already know about the subjects or areas. They have one hour to decide which contest to enter and to complete their product or entry. Winners will be announced at the end of the week. Everyone in the grade will be in the contest; all will receive a certificate.

## Evaluation

1. All evaluation is done from the videotapes, which are separated by classrooms.

2. The evaluation of each student's creativity, reasoning ability, logic, and critical thinking skills, as well as products, are scored from the videotapes.

3. Evaluation factors for the interviews and the products are what the children say, not what they have made.

4. The original choices (areas, activities) that the students make and how they made them can also be evaluated, since some students illustrate creativity in the process of selection, using fluency, flexibility, originality and elaboration.

5. The Evaluation Team assesses each classroom of students after each contest, so that when the grade level has been finished it will be only a short time until the winners can be announced.

6. A scoring worksheet needs to available for each child. After scoring, children who are above agreed-upon levels will have data added to their data collection forms (or student profiles).

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Section Two
Overhead/Handout #6

**Characteristics of Gifted Children: Traditional, Appalachian, Hispanic, and African American**

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| Urban/Suburban, Advantaged White Gifted Children | Rural, Disadvantaged Appalachian (White) Gifted Children | Rural, Disadvantaged Hispanic Gifted Children | Rural, Disadvantaged African American Gifted Children |
|---|---|---|---|
| 1. Speak standard English | Speak a nonstandard regional dialect | Speak a nonstandard regional dialect or are limited or non-English speakers | Speak nonstandard English, with standard English as a second language |
| 2. Are verbal and have good communication skills | Are less verbal in oral communication | Are creative in oral storytelling | Oral tradition with language rich in imagery and humor |
| 3. Are active participants in classroom activities | Tend to be passive participants in classroom activities | Tend to show a preference for kinesthetic modality | Often withdrawn in school setting and prefer kinesthetic style of learning |
| 4. Perform tasks within time limitations | Are relatively unaffected by time | Would rather focus on process than product | Use approximate time instead of accurate time |
| 5. Complete classroom assignments and homework | Are likely to be lax in completing assignments | Unmotivated by routine classroom instruction | Motivation and performance lower than Anglo-American children |
| 6. Perform well on standardized tests | Are not likely to perform well on standardized tests | Are not likely to perform well on standardized tests | Are not likely to perform well on standardized measures |
| 7. Perform well in all subjects | May show exceptional ability in one subject and average to below in others | May score high on math activities, lower on language-related activities and are inclined to the fine arts | Are bicultural--equally adept at navigating between African American and mainstream cultures |
| 8. Produce written work in proper grammatical form with good spelling and legible handwriting | Produce written work that may be of high quality in content but poor quality in grammatical form, spelling and handwriting | Produce written work that may be of high quality in content but poor quality in grammatical form, spelling and handwriting | Responsive to concrete, able to improvise with common materials, and problem-solving orientation rather than high verbal skills in writing |
| 9. Demonstrate their strengths within the academic classroom | More likely to demonstrate their strengths outside the classroom, e.g., knowledge specific to their rural environment, talent in music and the performing arts | More likely to do well with creative and artistic activities and/or ideas | May demonstrate strengths outside the classroom in eye-hand coordination, skilled body movement, physical stamina |
| 10. Demonstrate their strengths within the academic classroom | Are likely to perform better on non-verbal than verbal tests | Demonstrate higher order thinking skills orally | Perform better on nonverbal measures |

Section Two
Overhead/Handout #7

# CREATIVE WRITING ASSESSMENT

| AREA OF CREATIVITY | DEFINITION |
|---|---|
| Fluency | has many ideas;<br>has large number of reasons why |
| Flexibility | see things in different ways;<br>has unusual reasons |
| Originality | offers unique, unusual ideas |
| Elaboration 1 | adds interesting details |
| Elaboration 2 | transforms or combines ideas |

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# DIRECTIONS FOR SCORING CREATIVE WRITING SAMPLES

1. Two raters read all compositions for an initial "impression." The raters should not be a teacher or person who will recognize the handwriting.

2. Each writing sample is then read individually a second time and scored holistically by the two raters.

3. The raters score each sample on creativity only.

4. Incorrect syntax, grammar, spelling, or other writing mistakes that may confound the scoring of creativity are not considered.

5. Separate evaluation forms are used for the two rater; a third form combines or averages the scores for the final rating.

6. In the case of a wide discrepancy in scores, a third party will need to read the sample and make the final judgment.

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Section Two
Overhead/Handout #9

## Scoring of Creative Writing Samples

**Fluency**

Score 3 = Five or more ideas/reasons why
Score 2 = 3 - 4
Score 1 = 1 - 2
Score 0 = None

**Flexibility**

Score 3 = Applying a cognitive schema to solve a problem that is above the student's age level.

e.g., "The monkey...could not do anything. ...He found an old airplane and fixed it and flew it around. ...realized he could do anything he put his mind to...

Score 2 = Same as above, but without elaboration
Score 1 = Age appropriate context
Score 0 = Not present

**Originality**

This criteria is grounded on an overall impression of the writing as follows:

Score 3 = Unexpected and original development of idea(s)

Score 2 = An unexpected development, but not an original idea

e.g., "Why did the boy throw the monkey out of the girl's window?"

"So she could see the monkey fly."

Score 1 = Present, but underdeveloped
Score 0 = None

**Elaboration 1**

Score 3 = Interesting details support a well developed situation (plot), setting, or characterizations with descriptors, emotion and motive.

Score 2 = Denotes motive or emotion.
Score 1 = Some descriptors (adjectives, adverbs, etc.)
Score 0 = None

**Elaboration 2**

Score 3 = Coherently and effectively combines ideas not usually combined

Score 2 = Same as 1: occurs more than once
Score 1 = Combines unusual ideas to support a point
Score 0 = None

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Section Two
Overhead/Handout #10

# CREATIVE WRITING EVALUATION FORM

**Directions:** Two raters are needed

1. All writing samples from each classroom should be read for initial "impressions."

2. Each individual sample is read and scored holistically for creativity.
   **Do not** score syntax, grammar, spelling, etc.

   Scoring: 3 = Frequently
   2 = Sometimes
   1 = Seldom
   0 = Never

STUDENT Name/Number _____

GRADE _____ SCHOOL _____

DATE _____

| | |
|---|---|
| FLUENCY | _____ |
| FLEXIBILITY | _____ |
| ORIGINALITY | _____ |
| ELABORATION 1 | _____ |
| ELABORATION 2 | _____ |
| **TOTAL** | _____ |

Fluency: has many ideas, large number of reasons why
Flexibility: sees things in different ways, unusual reasons
Originality: offers unique, unusual ideas
Elaboration 1: adds interesting details
Elaboration 2: transforms or combines ideas

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# STUDENT STORY SAMPLE

## Indiana

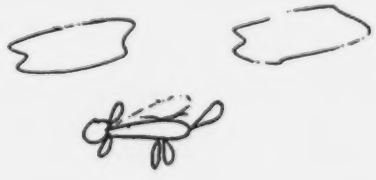
The fling monkey

Once there was a fling monkey. He flew all over the world. His name was Flyer. Flyer had adventures with other forgien people. Flyer had got this kind of liguid in him that made him fly. He went to Hong Kong Japan China Korea Egland Rome and Canada Flyer is the fastest fling monkey ever. He is funny and speaks English. He has made front pages on newspapers everywhere Flyer never hurts anyone. But one day Flyer went back to America. He thought," I'm bet Americae or however you sayit hasn't changed."

When Flyer got back he was put in a circus. He learned to do flips and other things.

But he died of not fling any more So he died while doing an act. He died just yesterday afternoon.

Thats the story of Flyer the fling monkey!



# STUDENT STORY SAMPLE

## New Mexico

# THE FLYING Monkey

Once in a forest unknown on the other side of the world there lived monkeys but they flew. They all flew like giant birds over the unknown land. If someone came close they would rocke it out. There was one monkey that always attacked first. He was also the smartest monkey of all. That is why he is the king. He would even naive that he can't lose to anyone. So that land will never be found until the monkeys all die. The man with a touched the land went in a submarine. But the monkey saw him and almost got him but he escapt. No one has gating closer than that.

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# STUDENT STORY SAMPLE

## South Carolina

The flying Monkey

The flying monkey is very funny and really brave. Since he is flying he is brave. The flying monkey is very nosie. The flying monkey can be seen but can't be catch from the People from the ground. only from People that is in the sky with flying things and only flying things. The flying monkey can high dive too. From the sky the flying monkey can see people and they look like real toys. The flying monkey can do many things. He can be many things too. Everybody like the flying monkey.

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Section Two
Overhead/Handout #12.1

# TORRANCE TESTS OF CREATIVITY – COPY

## Activity 1

STREAMLINED DEMONSTRATOR FORM

TORRANCE TESTS OF CREATIVE THINKING, Verbal and Figural Forms
by E. P. Torrance

Name: _____ Date: _____
Educational Level: _____ Organization: _____

Activity 1

Think of as many unusual uses of junked automobiles as you can.
List them below. Try to think of ideas that others will not think of.
Work as hard as you can for 5 minutes.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____

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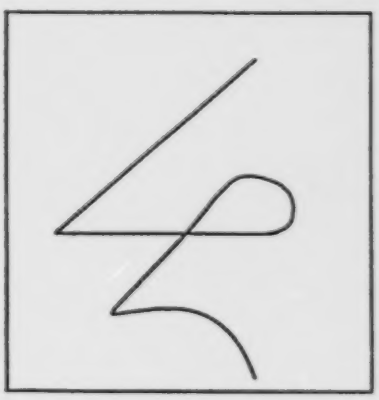
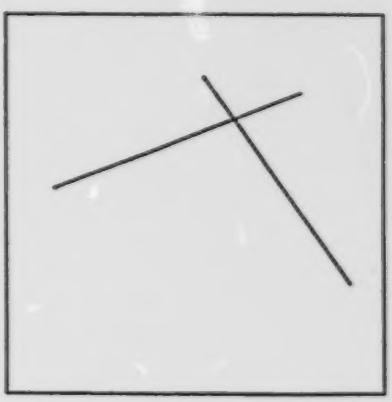
# TORRANCE TESTS OF CREATIVITY – COPY

## Activity 2

**Activity 2**

Make some pictures from the incomplete figures below. Try to think of pictures that others will not think of. Make your pictures communicate as interesting and as complete a story as possible. Make up titles for your pictures. Work for 5 minutes.



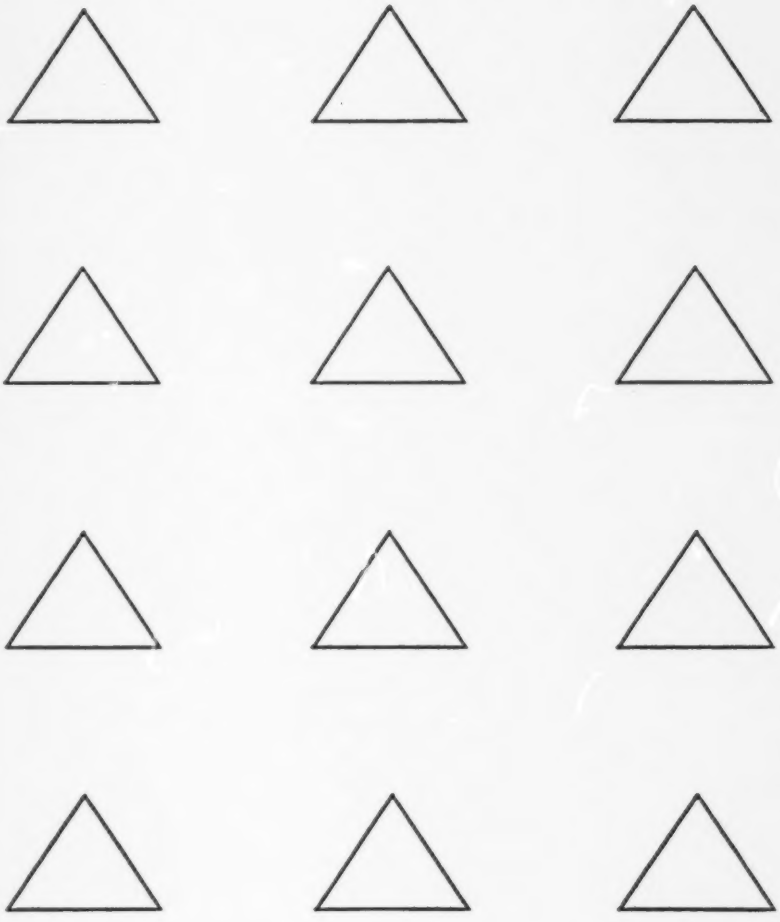


# TORRANCE TESTS OF CREATIVITY – COPY

## Activity 3

Activity 3

See how many objects or pictures you can make from the triangles below just as you did with the incomplete figures. Work for 5 minutes. Don't forget to add labels or titles.



# STUDENT TORRANCE SAMPLE

## Indiana

Activity 2

Make some pictures from the incomplete figures below. Try to think of pictures that others will not think of. Make your pictures communicate as interesting and as complete [illegible]ossible. Make up titles for your pictures. Work for 5 minutes.

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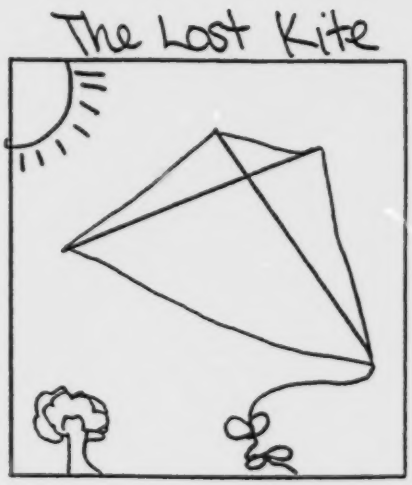
# STUDENT TORRANCE SAMPLE

## New Mexico

Activity 2

Make some pictures from the incomplete figures below. Try to think of pictures that others will not think of. Make your pictures communicate as interesting and as complete a story as possible. Make up titles for your pictures. Work for 5 minutes.

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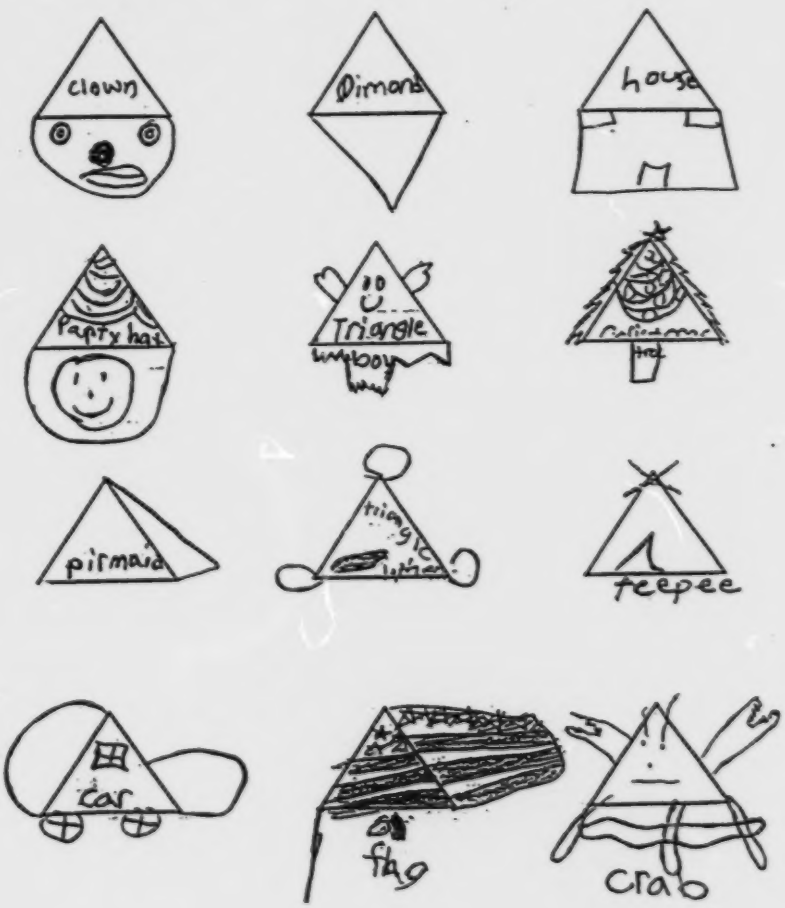
# STUDENT TORRANCE SAMPLE

## South Carolina

Activity 3

See how many objects or pictures you can make from the triangles below just as you did with the incomplete figures. Work for 5 minutes. Don't forget to add labels or titles.

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# DEFINITIONS AND SCORING FOR THE TORRANCE

**Activity 1** is the Verbal portion of the Torrance and is scored for Fluency and Originality.

a. **Fluency** is defined as the number of relevant responses the student offers.

In Activity 1, the Fluency score is the number of **unusual** uses listed (for junked automobiles). The term "unusual" should be interpreted liberally to include almost all uses (of junked automobiles or any specific part from them). There is **no limit** on Fluency responses for Activity 1.

b. **Originality** is defined as any response other than the common ones, based on a sample of 500 records. (Overhead/Handout #14.3 is a list of common responses for unusual uses of junked automobiles, any of which would receive zero points for Originality).

In Activity 1, the Originality score is the number of responses other than the common ones. Such responses having creative strength are given one point each.

**Activity 2 and Activity 3** are the Nonverbal components and are scored for Fluency, Flexibility, Originality, and Elaboration.

a. The **Fluency** score in Activities 2 and 3 is the number of objects or pictures made from the incomplete figures and triangles.

In Activity 2 the total points allowed for Fluency is **2,** and in Activity 3 the total allowed is **12.** Add the two scores for a possible total Nonverbal Fluency Score of **14.**

b. **Flexibility** is concerned with the number of **different ways** the triangles in Activity 2 and Activity 3 are used.
Examples:
1 pt. - join several triangles together to make a bigger picture
1 pt. - use the triangle as an object in a total picture (perspective)
1 pt. - use the triangle as a part of a total picture
1 pt. - add things to the triangle, e.g., top and bottom as decorations
1 pt. - use as part of total picture
1 pt. - use as space in picture

Total points allowed for Flexibility for Nonverbal Activities 2 and 3 is **14.**

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# DEFINITIONS AND SCORING FOR THE TORRANCE

c. **Originality** for the Nonverbal Activities 2 and 3 is any response not included under the list of common responses.

Additional points are given for combining two or more triangles into a single coherent object or scene:

2 triangles = 1 extra point
3 triangles = 2 points
4 triangles = 3 points...and so on.

Total points allowed for Originality in Nonverbal Activities 2 and 3 is **14**, plus up to **11 extra** points for combining triangles in Activity 3 (for a possible total Nonverbal Originality Score of **25**).

d. **Elaboration** is defined as the imagination and exposition of detail as a function of creative ability and is labeled Elaboration on a primary response. Credit is given in Activities 2 and 3 for each elaboration (detail) added to the original stimulus figure itself. One point is scored for each elaboration.

There is **no limit** on Elaboration points.

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# List of Zero-Scored Responses for Originality

## Unusual Uses for Junked Automobiles

### ACTIVITY 1

Airplane
Art work
Automobile parts, new/used
Bed, use as a
Boat, make a
Building/construction materials
Car, to make new
Chair
Clothes, fabric for
Collect them
Decorate, use to
Desk
Education, drivers'
Educational objects
Fix it up, fix up and sell
Flower pot/bed
Frustration/anger, etc. out on, get
Furniture, unspecified
Hide, a place to
Home/house to live in
House, club, play
House for animals
Land filling
Mechanic, practice being a
Metal, make new
Modern art
Parts, make use of the good
Pens/pencils, make metal parts of
Pen, animal
Planter, plant pot
Playground equipment
Play house
Recycling, use it for
Scrap metal, use or sell as
Sculpture
Seat, couch, etc.
Sell them
Shelter
Sleep, place to
Storage, use for
Target for shooting
Tire recycling
Toys, unspecified
Weight lifting, use them for

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Section Two
Overhead/Handout #14.4

# List of Zero-Scored Responses for Originality

## Incomplete Figures and Triangles

### ACTIVITY 2–Figure 1

**Abstract design without specific title**
**Bird**
**Body (human)**
**Head, animal (unspecified)**
**Head, person**

### ACTIVITY 2–Figure 2

**Abstract design without specific title**
**Head, person**
**Horse, horse's head**
**House**
**Kite**
**Tent, tepee**

### ACTIVITY 3–Triangles

**Abstract design without specific title**
**Arrow, arrow head**
**Boat**
**Body (person)**
**Car**
**Design without specific title**
**Face (person)**
**Geometric design**
**Hat**
**House**
**Ice cream cone**
**Monster**
**Mountain**
**Nose**
**Pyramid**
**Rocket**
**Roof of house**
**Star (six-pointed)**
**Tent**
**Tepee**
**Traffic sign**
**Tree**
**Tree, Christmas**
**Triangle**
**Window**

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# Directions for Administering
# The Torrance Tests of Creative Thinking

**Time to Administer:** 30 Minutes

**Materials:**
Pencil with eraser
Torrance Tests of Creative Thinking Streamlined Demonstrator Form (3 pages)

**Conditions:**
Children should be comfortable, alert, have enough room, and in a position to hear the directions.

**Tell the Children:**
This test is not like other tests.
There are no right or wrong answers.
More unusual/different answers are preferred.

**Warm-up Activity:**
Make a concept map on the board of children's responses.
Ask what unusual animals they have seen in the zoo.
Write on the board **any and all responses** the children give.
Then, ask for unusual animals they have read about or have seen, e.g., mythological animals.

**Directions:**

**Activity 1**

Read directions to the children.
Ask if there are any questions.
Clarify the activity by answering questions.
Encourage the children to do the very best they can.
Tell them to write down **any** answer they think of.
If they finish before you call time, tell them **not** to continue with the next activity.
**Time - 5 minutes**

Continue with **Activity 2** and **Activity 3** in the same manner.
**Time - 5 minutes each activity**

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## South Carolina

## Storytelling Instructions

*Teachers:* *Please explain or give examples as to what would/would not be appropriate stories in the classroom.*

1. **Time Limits**: Each storyteller may have 3-5 minutes, including introduction, to tell his or her story.

2. **Introduction**: An introduction for this event should include the title and set the stage for the audience to sit back, relax, and enjoy the story.

3. **Limits**: Notes may not be used.

4. **Category Explanation**: Storytelling is simply telling a story. This is a fun thing to do and the wealth of possible stories to retell is endless. Any story that has (a) a plot with a short, interesting beginning, (b) logical development of episodes, (c) spirited conflict, and (d) a definite high point followed quickly by a brief, satisfying conclusion is a great choice.
   Choose stories about your family and community, or those you have heard or read. You want more than one character and dialogue.

5. **Suggestions**: In preparing a story, the student should:

   a. Choose or make up a story that other students will like.
   b. Practice retelling the story in your own words.
   c. Outline the sequence of events of the story and only use this outline when practicing the story.
   d. Use vocal variations for characters and gestures specifically for each character.
   e. Rehearse the story aloud seven or eight times in front of a mirror.
   f. Be enthusiastic! Your audience will love it.

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Section Two
Overhead/Handout #16.2

## Storytelling Evaluation Form (South Carolina)

### STORYTELLING SPRING II
**(time limit: 3-5 minutes)**

Name _____ School _____

Title _____

Evaluator's Signature _____

Evaluator: Mark each category 1-3 holistic scoring.

1. Clear storyline:

2. Characterization:
(each character distinct and believable throughout story)

3. Voice quality:
(expression, volume, projection, articulation)

4. Kinesthetic:
(body language, facial expressions, gestures, movements)

5. Overall rating:

6. Any other comments:

**Scoring Rules:**

0 = no evidence
1 = rarely evident
2 = sometimes present
3 = evident throughout

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**South Carolina**
**Storytelling Sample**

## The Beginning of Spiderman

Once there was a boy named Peter Parker and he was in college going to school learning science and mathematics. So one day he stayed after school to help his doctor. So the doctor said, "Think now. I was just thinking I want you to watch the spider and at the same time do the work." So the scientist went home. He said, "Bye Peter, I'm going home now." And Peter said, "Bye." As he closed the door, he said, "Take good care of the spider."

So Peter was doing his work when suddenly out of the blue the spider got out and started crawling, crawling, crawling. And then it saw Peter. But Peter didn't saw it though. So the spider crawled and crawled and crawled, but it got on Peter and Peter didn't feel it. Now this was strange. How come Peter didn't feel it, but it bit him? He was knocked out for a few seconds, but when he came back, he got the spider and he put it in and then he didn't know nothing till a little while later.

Then he said, "Grandmother, there's no one in the city to help the cops fight criminals, so I'll help them."

Grandmother said, "Are you crazy? You're not fast enough. You'll get hit the first time you try."

"But Grandmother, I've got an idea."

She said, "What do you need me to do?"

"A costume, that's all I need and I can do the rest.

"I got one idea that will help you - a mysterious costume. You want a mysterious costume, I have just the one for you - a spider."

"A spider? That's not strange."

"Yes it is. You ever saw a comic book, right? A comic book's not real. Spiderman's not real in it. Why don't you make it come true?"

"Now I got to do it - Thanks Grandma."

So he went up in the attic and he just thought and thought and thought. "I wonder what I can do?" So - "I know, if I'm going to be Spiderman I got to have spider powers." So he said "uh-oh!" So he stepped out the window and said, "There's the suit" He could grab on and he almost fell, so he say, "Wait a minute, I didn't fall." So all he did was move slowly and slowly, and he pulled it up. "Wait a minute, if I didn't fall that mean I am a spider. So he say, "I better test this out before I use it." He be climbing up and climbing up, "Yes, yes, I have the powers." Then he lean back down and grab the suit, climbed up, went through the window and shut it.

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## The Beginning of Spiderman (continued)

He say, "Grandma, Grandma, look what I did, look what I did! I can climb the wall!"

She say, "That's flim-flam."

"I can prove it to you. I can prove it to you."

He climbed out the window and crawled all around the wall and said, "I told you I could do it."

"To fight crime you gotta be fast."

"Spiders are fast and I got spider powers."

So he said, "Grandma wish me luck. I'm going off to fight crime."

So she say, "Good luck. Remember you only gonna get one time. This ain't a comic book."

He went and went and went. One night there was a big criminal. No cops could never catch this criminal. They say, "Look up in the sky! What in the world is that?"

Can't hardly see nothing but what are we gonna do? What are we gonna do?"

"Look, he's coming outa the blue. He's Spiderman."

"Oh! Spiderman's not true."

"But look witch your own eyes - that is him 'cause ghosteses ain't true so it must be him."

"Yeah it's me. I'm Spiderman." He came down and came down.

"Yep! It's just me your neighborly Spiderman to help you fight crime. Anybody know where that big crime gonna be?"

"I just see where there's trouble at."

And soon he saw this big bank. He said, "That bank's closed."

Then he hears something and he jumped off the building and he went in and said, "Stop you evil villains!" I'm gonna catch you."

"You ain't gonna catch us." So they starts to shoot Spiderman. But Spiderman ran around and around.

They said, "He so fast, he can't be human. Take care of him boys." They hit and hit, but they couldn't hit him.

"You're not going to be able to catch me!"

They tried to tie him up. "Ain't no way you gonna git me with that bomb."

Boom!

When the smoke cleared, where was he?

He grabbed them and took them to the police station.

Police said, "Thanks Spiderman, you're a bunch of help to us. We would have never find them."

So he went home and said, "Grandmother, I know I can be it. I know I can be it."

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# PARENT INFORMATION FORM (Indiana)

Student Name _____ Date _____

Parent Name _____

Directions: If your child has special talents or interests in any of the areas on this form, please fill them out. Fill out only the categories that fit your child. Return this form to your child's teacher by _____. Thank you for your help.

**********

**My Child:**

1. Fixes things: _____ yes _____ no

   If yes...What kinds of things?

   How long has he or she done this?

   Can you remember (and tell us) any stories about this? Or send a sample to school? What is it?

2. Makes things: _____ yes _____ no

   If yes...What kinds of things?

   How long has he/she done this?

   Can you remember and tell any stories about this? Or send a sample to school? What is it?

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3. Collects things: yes _____ no _____

   If yes...What kinds of things?

   How long has he/she done this?

   Can you remember and tell any stories about this? Or send a sample to school? What is it?

4. Writes things: _____ yes _____ no

   If yes...What kinds of things?

   How long has he/she done this?

   Do you have some samples of work that you can send to school?

5. Reads a lot: _____ yes _____ no

   If yes...What kinds of things?

6. Is really interested in: What?

   For how long?

   Do you have any samples?

7. Something that hasn't been mentioned that I would like to tell you about my child:

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Section Two

Overhead/Handout #17.2

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# Parent Inventory--Spanish (New Mexico)

**En Berino estamos tratando de identificar estudiantes sobre sallentes de esta comunidad. Usted puede ayudarnos. Piense en su niño o niña y por favor comparta sus opiniones referente a características que su niño o niña pueda tener.**

*Nombre del niño o de la niña*

| | | |
|---|---|---|
| | Nunca | = 0 |
| | Muy poco | = 1 |
| ¿Su niño o niña..... | Algunas veces | = 2 |
| | A menudo | = 3 |

1. tiene curiosidad de saber o aprender diferentes cosas; quiere saber "cómo" y "por qué", ademas hace muchas preguntas..... 0 1 2 3

2. es capaz de pensar en como resolver problemas de una manera poco comunes ..... 0 1 2 3

3. es capaz de influenciar o persuadir (convencer) a otros..... 0 1 2 3

4. es constante con tareas o asuntos que a él ó a ella le interesan..... 0 1 2 3

5. es inteligente en hacer (construir) cosas con materiales comunes (simples)..... 0 1 2 3

6. es capaz de aprender rapidamente a través de experiencias manuales, (despues de hacer cosas por sí mismo/a)..... 0 1 2 3

7. es capaz de entender la importancia de la cultura y de la familia..... 0 1 2 3

8. es capaz de aprendér un nuevo idioma con facilidad..... 0 1 2 3

9. es capaz de comunicarse y llevarse bien con diferentes personas..... 0 1 2 3

10. es capaz de tomar decisiones..... 0 1 2 3

11. tiene habilidad para bailar, cantar, tocar un instrumento musical o disfruta escribiendo mùsica o canciones..... 0 1 2 3

12. tiene buen sentido del humor..... 0 1 2 3

13. tiene grandes abilidades para dibujar y para el arte..... 0 1 2 3

14. tiene buena coordinón física y habilidad para los deportes y otras actividades similares..... 0 1 2 3

15. tiene buena memoria..... 0 1 2 3

16. tiene buena capacidad para organizar y planear..... 0 1 2 3

17. es capaz de inventar historias (cuentos) o poémas y tiene ideas especiales o únicas..... 0 1 2 3

18. es capaz de expresar sus sentimientos..... 0 1 2 3

19. es capaz de resolver problemas de una manera diferente a la mayoría de las personas... 0 1 2 3

20. es capaz de entender la importancia de la naturaleza (el tiempo, la luna, la tierra, las estrellas, etc.) en relación con la labranza, la siembra o el cultivo... 0 1 2 3

21. sabe de cosas que otròs niños ignoran (no saben)..... 0 1 2 3

22. piensa acerca de lo que quiere ser cuando crezca (sea grande), y se pone metas (objetivos) para lograrlo..... 0 1 2 3

23. ayuda a otros a resolver problemas..... 0 1 2 3

24. le cae bien a muchas personas..... 0 1 2 3

25. hace las cosas por su propia iniciativa; no espera que alguien le mande?..... 0 1 2 3

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Section Two

Overhead/Handout #17.2

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# Parent Inventory--English (New Mexico)

**At Berino we are trying to identify students from this community who may be talented and gifted. You can help us. Please think about your child and share your opinions on which characteristics are like your child.**

*Student's Name*

Your child.....

0 =not at all
1 =at times
2 =often
3 =a great deal

1. is curious about knowing things. Wants to know "how" and "why" and asks a lot of questions..... 0 1 2 3

2. thinks of unusual ways to solve problems..... 0 1 2 3

3. is able to influence or persuade others to do things, or change their minds..... 0 1 2 3

4. sticks with a task that he or she is interested in..... 0 1 2 3

5. is clever in making things by using ordinary materials..... 0 1 2 3

6. learns quickly through hands on experience..... 0 1 2 3

7. understands the importance of culture and family..... 0 1 2 3

8. has the ability to learn a new language..... 0 1 2 3

9. knows how to interact and get long with different people..... 0 1 2 3

10. is a decision maker..... 0 1 2 3

11. abilities in dancing, singing playing a musical instrument or enjoys writing music or songs..... 0 1 2 3

12. has a good sense of humor..... 0 1 2 3

13. has outstanding abilities in drawing and art..... 0 1 2 3

14. is very athletic and good in sports..... 0 1 2 3

15. has a good memory..... 0 1 2 3

16. has good skills in organizing and planning..... 0 1 2 3

17. likes to make up stories or poems and has ideas that are unique..... 0 1 2 3

18. is able to express his or her feelings..... 0 1 2 3

19. solves problems in ways that most people would not think of..... 0 1 2 3

20. understands the importance of nature in relation to farming (the weather, the moon, the soil, the stars, etc.)..... 0 1 2 3

21. knows about things that other children are not aware of..... 0 1 2 3

22. thinks about what he or she wants to be and set goals to accomplish it..... 0 1 2 3

23. helps others solve problems..... 0 1 2 3

24. is liked by a lot of people..... 0 1 2 3

25. is a self-starter. Initiates and does things without being told..... 0 1 2 3

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Section Two
Overhead/Handout #17.3

## Parent Information Survey

**(South Carolina)**

Student Name_____ Date_____

Parent Name_____

**Directions:** If your child has special talents or interests in any of the areas on this form, please fill them out. Fill out only the categories that fit your child. Return this form to your child's teacher by September

---

**MY CHILD -**

1. Fixes things or makes things: _____yes _____no

   If yes, what kinds of things?_____

   _____

   How long has he/she done this?_____

   Can you remember (and tell us) any stories about this? Or send a sample to school?

   What is it?_____

   _____

2. Is talented in (music, dancing, singing, storytelling, etc.) Describe the talent____

   _____

   How long has he/she done this?_____

   Can you remember and tell any stories about this? Or send a sample to school? What is it?

   _____

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3. Writes or draws things: _____yes _____no

If yes, what kinds of things?_____

_____

4. Is the leader with other children in games or activities: _____yes _____no

Please describe and give examples_____

_____

5. Has a good memory: _____yes _____no

What kinds of things does he/she remember? Please give examples_____

_____

6. Reads a lot: _____yes _____no

If yes, what kinds of things?_____

_____

7. Is really interested in:_____

_____

For how long? Do you have any examples?_____

8. Something that hasn't been mentioned that I would like to tell you about my child:

_____

_____

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## Parent Information Sample Anecdotes
## Indiana

"**Evan** is very good at figuring out how things are put together. He was 4 when his Dad bought a wheel barrow. My husband had the instructions but was having to try to figure them out. He left the room. When he returned Evan had assembled it and my husband tightened the bolts down.

. . . made a chair when he was 4. He made it out of scrap wood, with a back and 4 legs and you could actually sit on it. He also made a ladder.

. . . built a go cart in the third grade. It is made out of wood, you sit in it and steer with your feet. The only help he had was puttin on the wheels, otherwise he built and designed it by himself,

. . . he absolutely loves to build and hammer. He is extremely talented at building and designing things."

"**Rhonda** has made games--word searches, mazes, card games, and board games --since she was 5 years old.

She has written short stories and humorous things since before she actually could write; she told her stories to her brother and sister and had them write them for her.

Rhonda is really interested in making things--anything to do with building and creating out of any available materials or scraps.

. . . has been able to do perspective drawings since she was 6 years old."

"**Allen** collects baseball cards. He uses price guides to determine the value of the cards and sells them. (He is quite good at making a profit).

. . . is very good in math and enjoys business. He has been particularly interested in his father's flea-market business since he was in the first grade. He is very good at earning money and finding ways to profit. Maybe he'll be a tycoon when he grows up!"

"**Jimmy** works on diesel engines, repairing, greasing, tightening bolts, washing, changing oil, etc.; he has done this for 3-5 years.

. . . he builds cars and trucks with legos, collects cars and trucks, draws diesels every day (and draws horses)."

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**Sample Anecdotes**
**Parent Information (South Carolina)**

*Question: Does your child fix or make things? How long has she/he been doing this?*

M.H. "any things he put his mine to do he can do it sent 7" (since age 7)

R.H. "well, he tore his bike down, fixed it back. He tinkles around with radios. When he was 9"

Z.T. "...was hungry and couldn't wait for anyone to fix her food so she did it and got a spanking. For 2 years"

*Question: Describe the talent. How long has he/she done this?*

Z.T. "She lies excessively, but she dances well. All of her life."

M.H. "He love to sing church songs sent 1 until now"

W.C. "...like to repeat stories he has read"

*Question: Your child is really interested in?*

Z.T. "Eating and Be nosey"

W.C. "Computers"

M.H. "Learning"

R.M. "Drawing, playing sports"

*Question: Something that hasn't been mentioned that I would like to tell you about my child:*

T.W. "T. is very smart but I worry about how much common sense she has.

# PARENT INFORMATION COLLECTION
## Instructions

1. Prepare a copy of the Parent Letter and the Parent Information Form for each child in the grade level that is targeted for data collection.

2. Distribute the letters and forms to each classroom teacher with a date for sending them home and a date for their return. Monday through Friday is a good time span for this.

3. Ask each teacher to read and explain the letter to his or her students who in turn can explain it at home. For example, the teacher might explain that this letter and parent survey are another step in looking for bright boys and girls who have special abilities. This form is designed to find out about special talents that the teachers don't know about. Make it clear to the students that parents should only fill this out **if** the child regularly does some of the things that are asked.

4. Do not be upset if there is a less than 30% return of the surveys. Remember, the surveys are to be filled out and returned **only** when there is unusual information.

5. On return of the Parent Information Survey, read and take notes on the information about your students, for it very probably will be unusual. The information may make you become very aware of some students in your class.

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## Sample Letter -- Parent Information

Dear Parents,

Our school is looking for boys and girls who know about a lot of things and are very bright. We are trying to collect this information in ways that are different from what schools usually do (like grades and test scores). We are going to use contests, creativity, products, and information from parents, teachers, and others (like scout leaders, bus drivers, church leaders).

There are many things about each of our students that we don't know here at school, so parents will be one good source of information.

If your child has special abilities or interests, please fill out the Parent Information Form and return it to his/her teacher on Friday.

Thank you for your help.

Sincerely,

Gifted and Talented Coordinator

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## Instructions for Adult/Community Recommendations

1. Prepare a list of groups and individuals in your community that need to be surveyed.

2. Assign committee members, teachers, or volunteers to survey and/or interview the adults listed.

3. Prepare the survey forms on school letterhead paper.

4. Inservice all of the people conducting the survey in purposes and procedures.

5. Each adult to be surveyed or interviewed should be contacted personally. If it is at all possible, the person conducting the survey should wait while the survey is completed, answering any questions that arise. If the adult completing the survey wishes to have more time to think about the questions, be sure that he or she understands the purpose and the procedures. A return date and place should be listed on the survey.

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# COMMUNITY ORGANIZATIONS AND INDIVIDUALS

Boy/Girl Scout Leaders

Extended Day Program Teachers/Assistants

Odyssey of the Mind Coaches/Assistants

School Maintenance Personnel (such as custodians or lunchroom attendants)

Coaches, Sports (basketball, soccer) and Academic (chess, Junior Great Books)

YMCA Personnel

School Bus Driver

Sunday School Teachers

Local Police or Sheriff

Conservation Officers or Park Rangers

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Section Two
Overhead/Handout #22.1

## SURVEY OF ADULT COMMUNITY MEMBERS

We are looking for elementary students in our community who have unusual abilities outside the classroom. Do you have frequent contact with elementary students and know any that you feel are outstanding in some respect? If so, will you please complete the following survey? Thank you.

Your Name: _____ Phone: _____

Address: _____

With what student club, group, or organization do you work? _____

_____

What age students? _____

**Can you identify any students with the following abilities and give some examples?**

1. Completes unusual projects or products for his/her age:
   Names Examples

2. Is very interested in reading, knowledge, or research:
   Names Examples

3. Knows a lot about a certain subject, hobby or interest:
   Names Examples

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4. Is a leader and can always be counted on to finish things and get other children to do things; other children look up to them:
   Names Examples

5. Always thinks of new and unusual ways to do things:
   Names Examples

6. Can build things or fix things like an adult, or above the usual for his or her age level:
   Names Examples

7. Is unusually skilled in some area or ability:
   Names Examples

8. Understands adult ideas and concepts; is able to reason well:
   Names Examples

9. Other areas we did not ask you about:
   Names Examples

10. Would you like to give us a follow-up interview to discuss your survey. If so, what or when would be a convenient time for you?

    Yes _____ No _____ Date, Time: _____

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# Community Inventory--Spanish (New Mexico)

**En Berino estamos tratando de identificar estudiantes sobre sallentes de esta comunidad. Usted puede ayudarnos. Piense en el siguiente estudiante y por favor comparta sus opiniones referente a caracteristicas que este estudiante pueda tener.**

*Nombre del Estudiante*

¿Este estudiante.....

Nunca = 0
Muy poco = 1
Algunas veces = 2
A menudo = 3

1. tiene curiosidad de saber o aprender diferentes cosas; quiere saber "cómo" y "por qué", ademas hace muchas preguntas..... 0 1 2 3

2. es capaz de pensar en como resolver problemas de una manera poco comunes ..... 0 1 2 3

3. es capaz de influenciar o persuadir (convencer) a otros..... 0 1 2 3

4. es constante con tareas o asuntos que a él ó a ella le interesan..... 0 1 2 3

5. es inteligente en hacer (construir) cosas con materiales comunes (simples)..... 0 1 2 3

6. es capaz de aprender rapidamente a través de experiencias manuales, (despues de hacer cosas por si mismo/a)..... 0 1 2 3

7. es capaz de entender la importancia de la cultura y de la familia..... 0 1 2 3

8. es capaz de aprendér un nuevo idioma con facilidad..... 0 1 2 3

9. es capaz de comunicarse y llevarse bien con diferentes personas..... 0 1 2 3

10. es capaz de tomar decisiones..... 0 1 2 3

11. tiene habilidad para bailar, cantar, tocar un instrumento musical o disfruta escribiendo musica o canciones..... 0 1 2 3

12. tiene buen sentido del humor..... 0 1 2 3

13. tiene grandes abilidades para dibujar y para el arte..... 0 1 2 3

14. tiene buena coordinacion fisica i habilidad para los deportes y otras actividades similares..... 0 1 2 3

15. tiene buena memoria..... 0 1 2 3

16. tiene buena capacidad para organizar y planear..... 0 1 2 3

17. es capaz de inventar historias (cuentos) o poémas y tiene ideas especiales o únicas..... 0 1 2 3

18. es capaz de expresar sus sentimientos..... 0 1 2 3

19. es capaz de resolver problemas de una manera diferente a la mayoria de las personas..... 0 1 2 3

20. es capaz de entender la importancia de la naturaleza (el tiempo, la luna, la tierra, las estrellas, etc.) en relacion con la labranza, la siembra o el cultivo..... 0 1 2 3

21. sabe de cosas que otros niños ignoran (no saben)..... 0 1 2 3

22. piensa acerca de lo que quiere ser cuando crezca (sea grande), y se pone metas (objetivos) para lograrlo..... 0 1 2 3

23. ayuda a otros a resolver problemas..... 0 1 2 3

24. le cae bien a muchas personas..... 0 1 2 3

25. hace las cosas por su propia iniciativa; no espera que alguien le mande?..... 0 1 2 3

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Section Two

Overhead/Handout #22.2

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# Community Inventory--English (New Mexico)

**At Berino we are trying to identify students from this community who may be talented and gifted. You can help us. Please think about this student and share your opinions on which characteristics are like the student.**

_____

*Student's Name*

This student..... 0 =not at all, 1 =at times, 2 =often, 3 =a great deal

1. is curious about knowing things. Wants to know "how" and "why" and asks a lot of questions..... 0 1 2 3

2. thinks of unusual ways to solve problems..... 0 1 2 3

3. is able to influence or persuade others to do things, or change their minds..... 0 1 2 3

4. sticks with a task that he or she is interested in..... 0 1 2 3

5. is clever in making things by using ordinary materials..... 0 1 2 3

6. learns quickly through hands on experience..... 0 1 2 3

7. understands the importance of culture and family..... 0 1 2 3

8. has the ability to learn a new language..... 0 1 2 3

9. knows how to interact and get long with different people..... 0 1 2 3

10. is a decision maker..... 0 1 2 3

11. abilities in dancing, singing playing a musical instrument or enjoys writing music or songs..... 0 1 2 3

12. has a good sense of humor..... 0 1 2 3

13. has outstanding abilities in drawing and art..... 0 1 2 3

14. is very athletic and good in sports..... 0 1 2 3

15. has a good memory..... 0 1 2 3

16. has good skills in organizing and planning..... 0 1 2 3

17. likes to make up stories or poems and has ideas that are unique..... 0 1 2 3

18. is able to express his or her feelings..... 0 1 2 3

19. solves problems in ways that most people would not think of..... 0 1 2 3

20. understands the importance of nature in relation to farming (the weather, the moon, the soil, the stars, etc.)..... 0 1 2 3

21. knows about things that other children are not aware of..... 0 1 2 3

22. thinks about what he or she wants to be and set goals to accomplish it..... 0 1 2 3

23. helps others solve problems..... 0 1 2 3

24. is liked by a lot of people..... 0 1 2 3

25. is a self-starter. Initiates and does things without being told..... 0 1 2 3

11/94

# EXAMPLES OF INFORMATION OBTAINED FROM ADULT/COMMUNITY SURVEY

## Indiana

**This child always spent time in the library reading during the after-school program.**
(After School Supervisor)

**What really stood out, was the way he was able to organize other kids.**
(Boy Scout Troop Leader)

**She was always asking questions about animal habitats and nature related events in the environment.**
(Conservation Officer)

**Her ideas and opinions were wonderful. She practically wrote the scenario.**
(Odyssey of the Mind Coach)

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Section Two
Overhead/Handout #24.1

# TEACHER INFORMATION FORM

**Student** _____

**Teacher** _____ **School** _____

1. Does he/she improvise with commonplace materials and objects for school purposes: What kinds of things? Please tell us (write about it).

2. Comes up with inventions and ideas (real or imagined) to produce solutions to day-to-day problems: What kinds of things?

   Can you remember (and tell us) any stories about this?

3. Produces solutions and ideas that others do not think of. How long has he/she done this?

   Can you remember (and tell us) any stories about this?

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4. Influences other children to do things he/she initiates. How long has he/she done this?

   Can you remember (and tell us) any stories about this?

5. Tries to be funny. He/she is amusing in writing, drawings, or role playing. Makes up humorous jokes; tells about her/his experiences with humor.

   Can you remember (and tell us) any stories about this?

6. Has a sustained/enduring interest in a subject (e.g., science, math, literature), and advances ideas and concepts about the subject(s), even though she/he may not complete assignments.

   Which subject(s)?

   Can you remember (and tell us) any stories about this?

7. Something that has not been mentioned that I would like to tell about this child:

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# Teacher Inventory--New Mexico

Teacher _____
School _____
Date _____

| 1. Least like the student<br>2. Somewhat like the student<br>3. Most like the student | Children's names | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Is highly alert and observant; usually "sees more" or gets more out of a story, film, etc., than others. | | | | | | | | | | | | |
| 2. Remembers things well; has a good memory. | | | | | | | | | | | | |
| 3. Is curious about a variety of things, wants to know "how" and "why." | | | | | | | | | | | | |
| 4. Is often absorbed in activity. | | | | | | | | | | | | |
| 5. Learns easily and quickly. | | | | | | | | | | | | |
| 6. Communicates and expresses ideas very well. | | | | | | | | | | | | |
| 7. Is very good at applying to everyday situations what s/he has learned. | | | | | | | | | | | | |
| 8. Knows about things of which other children are unaware. | | | | | | | | | | | | |
| 9. Understands abstract relationships such as cause and effect. | | | | | | | | | | | | |
| 10. Is especially good at solving problems. | | | | | | | | | | | | |
| 11. Does well with creative/artistic activities and/or ideas. | | | | | | | | | | | | |

## Sample Anecdotes
## Teacher Information (South Carolina)

*Produces solutions and ideas that others do not think of.*

T reasons very well. She solves problems encountered during storytime and when asked high level questions, she speaks out.

*Influences other children to do things he/she initiates.*

She is definitely a leader. It doesn't take much for her to influence others.

*Tries to be funny. He/she is amusing in writing, drawings, or role playing. Makes up humorous jokes; tells about her/his experiences with humor.*

T loves to write and role play. She enjoys writing funny fantasy stories. She also likes to imitate funny actors and actresses.

*Has a sustained/enduring interest in a subject, e.g., science, math, literature...*

T always tries to figure out different ways to work math problems. She loves to read novels. Whatever she reads she shares it with the class.

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Section Two
Overhead/Handout #26

# WORKSHOP EVALUATION FORM

Name (optional): _____

Name of workshop: _____

Date of workshop: _____

**Please check one:**

Elementary Teacher _____ Middle School Teacher _____ High School Teacher _____

G/T Teacher _____ G/T Coordinator _____

Other (please specify) _____

1. How was this workshop relevant to your needs?

2. As a result of this workshop, what information presented will be most useful to you and why?

3. Please describe briefly the workshop leader's effectiveness in: communication with participants, organization of presentation, addressing the participants' needs and questions, and adapting materials and concepts with participants.

4. How would you describe workshop materials presented?

5. In what ways could this presentation be improved?

6. Please comment on the appropriateness of the room size and the time and day of the workshop.

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# APPENDIX C

## Overheads and Handouts

## Section Three

## Selecting Rural Disadvantaged Gifted Students Workshop

## APPENDIX C
## OVERHEADS and HANDOUTS


#1 Baldwin Identification Matrix . . . . . C-3
#2 Southern-Spicker Profile . . . . . C-4
#3 Tacquita - Third Grade . . . . . C-5
#4 Southern-Spicker Profile -- Joey . . . . . C-6
#5 Southern-Spicker Profile -- Sam . . . . . C-7
#6 Southern-Spicker Profile -- Sally . . . . . C-8
#7 Workshop Evaluation Form . . . . . C-9

# BALDWIN IDENTIFICATION MATRIX

Baldwin Identification Matrix

Student_____School_____

Age_____ Grade_____ Sex_____ Date_____

| ASSESSMENT ITEMS | SCORES | | | | | |
|---|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 | Below or not available |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Tally of Checks | | | | | | |
| Weight | x5 | x4 | x3 | x2 | x1 | |
| Weighted Tally | | | | | | |
| TOTAL SCORE | | | | | | |

Section Three
Overhead/Handout #2

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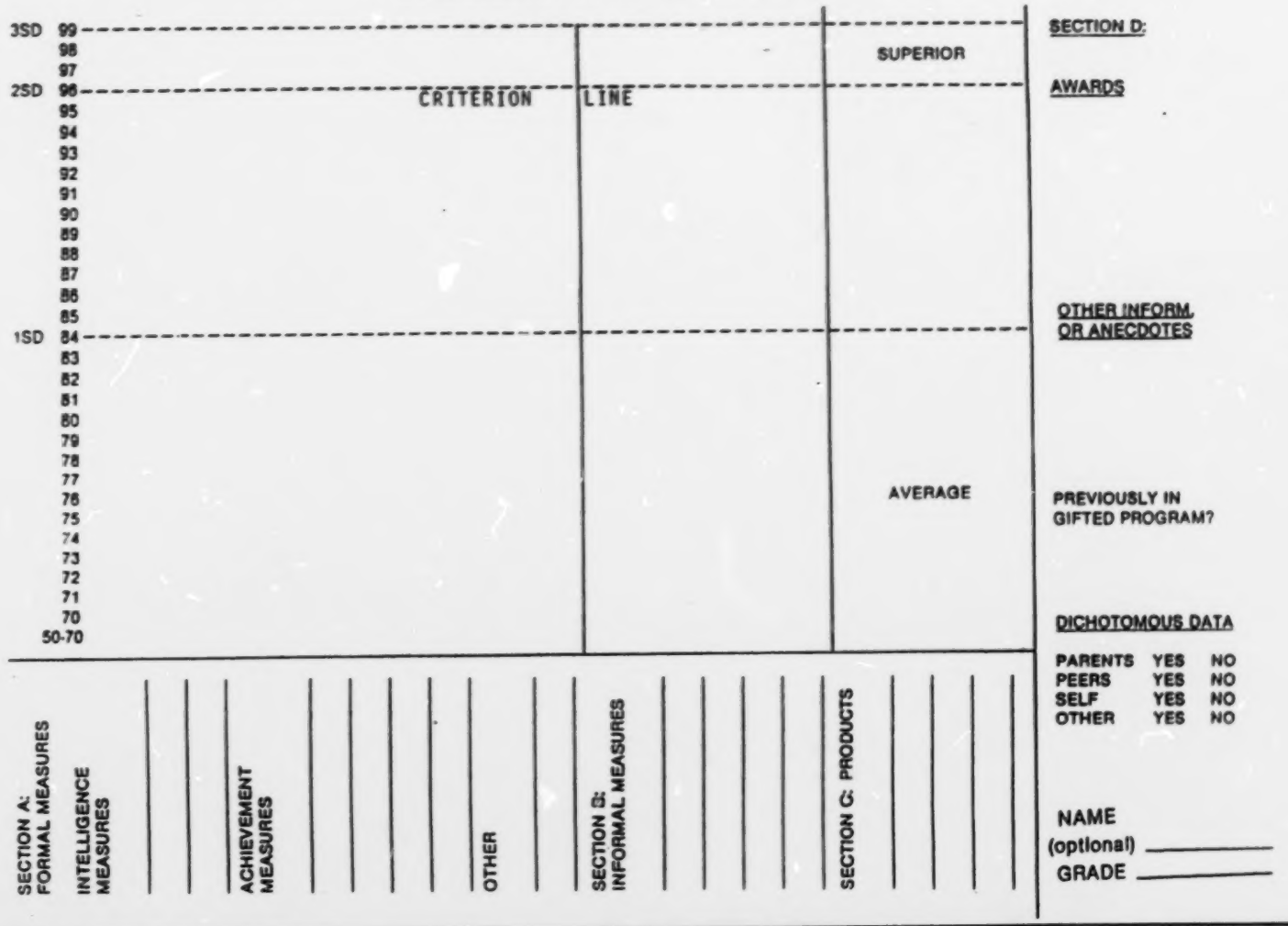
# SOUTHERN-SPICKER PROFILE



Section Three
Overhead/Handout #3

## Tacquita - Third Grade

### Standardized Information (reported in percentiles)

| | Total Reading | Total Math | Language | 3R's | Total Battery |
|---|---|---|---|---|---|
| Stanford 1994 | 45 | 92 | 63 | 67 | 51 |
| MAT 1995 | 15 | 65 | 78 | 44 | 38 |

Ravens Progressive Matrices 95%ile

### Products – Projects

| | | |
|---|---|---|
| Pioneer Day Contest | Product | 8/Interview 6 |
| Writing Sample | Total | 9/15 |
| Torrance Tests of Creative Thinking | Total | 39 |

### Parent/Family Information

Mother states that Tacquita has a talent in storytelling. She also shows leadership in sports and ball games. She is a very good reader and reads "anything." Tacquita's grandmother reports that Tacquita likes to go to church, where she sings in the choir and helps with the services. The grandmother thinks Tacquita loves math the best of her subjects but also likes science. She hopes Tacquita will go to college and "become extremely successful in whatever she wants and lives happy and gets the best out of life."

### Student Interview

Tacquita reports that she likes math and recess best. She also likes it when they get lots of treats in class. "That is extremely good." At home she likes to get a lot of sleep, play games, and be noisy. At church, she likes to sing in the "big kid's choir."

### Teacher Observations/Information

She has an attitude problem. She has potential, but attitude is the barrier. She is disrespectful.
She is always working with some object, trying to put (it) to some use it was not intended for.
She likes to be doing something with her hands and with objects. Usually at times she should be listening in class.
She can come up with unique stories about why she can't do what she is told.
Sometimes she will come up with some solution that is "far out."
She is a good leader, frequently in the wrong direction. She gets other students into trouble.
She likes to be funny. She likes to be the center of attention.
She is a fairly good student in all subjects. She likes Science.

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Section Three
Overhead/Hardout #4

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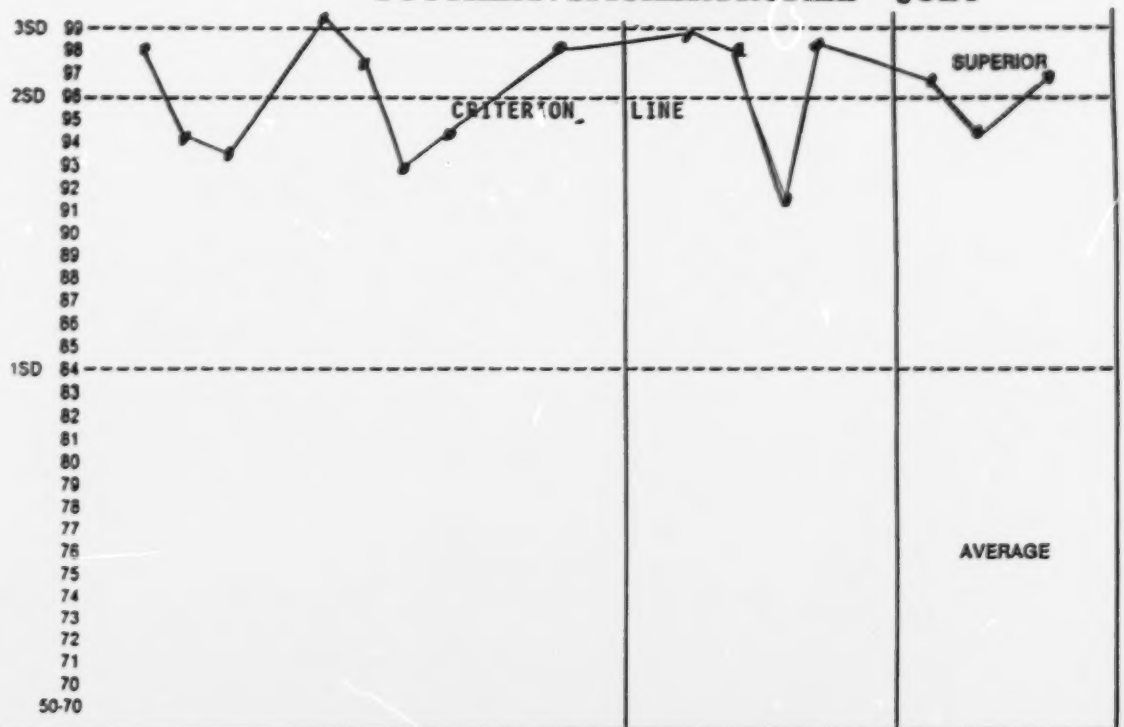
# SOUTHERN-SPICKER PROFILE – JOEY




SECTION D:

**AWARDS**

Science Fair 1st

Media Fair 3rd

DAR

**OTHER INFORM. OR ANECDOTES**

Taught himself to read - age 3

**PREVIOUSLY IN GIFTED PROGRAM?**

yes

**DICHOTOMOUS DATA**

| | | |
|---|---|---|
| PARENTS | YES | NO |
| PEERS | YES | NO |
| SELF | YES | NO |
| OTHER | YES | NO |

NAME (optional) Joey B.

GRADE 7th

Section Three
Overhead/Handout #5

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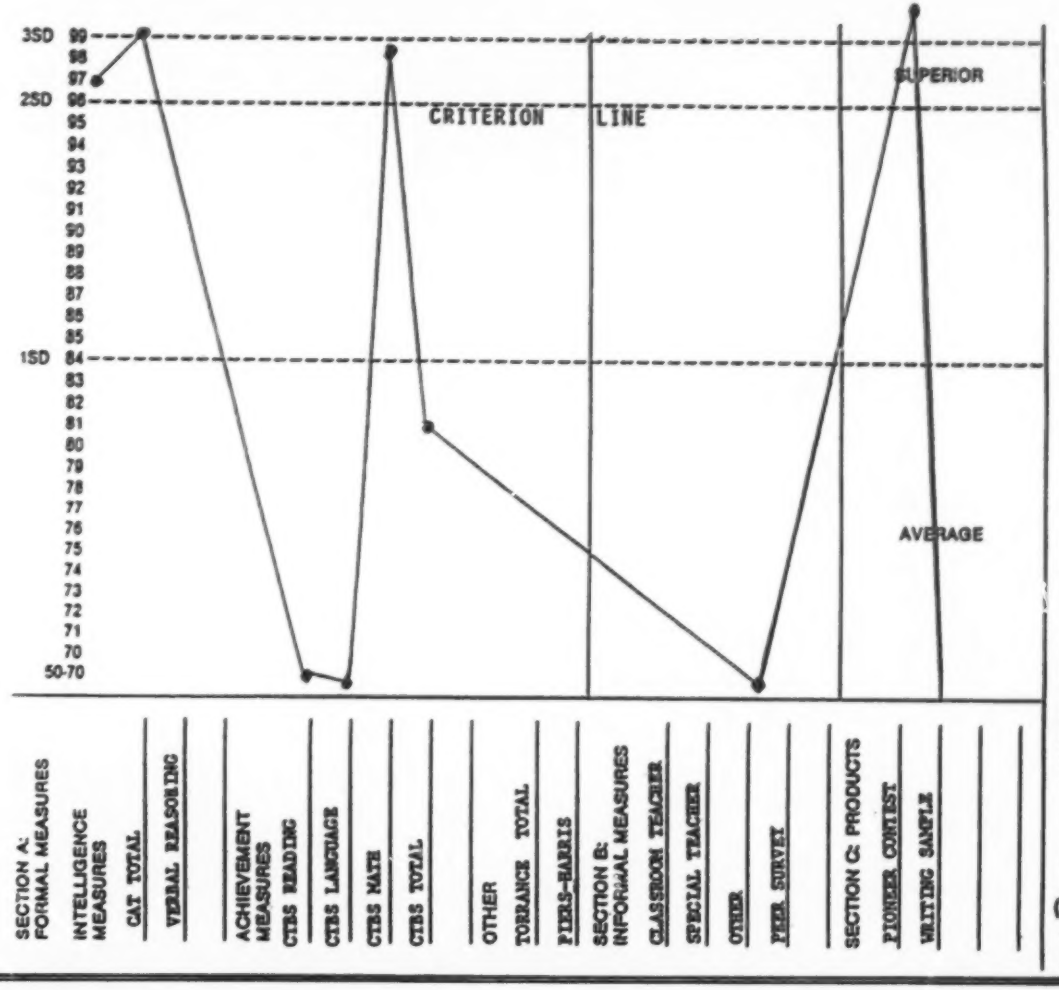
# SOUTHERN-SPICKER PROFILE -- SAM




SECTION D:

AWARDS

OTHER INFORM. OR ANECDOTES

Builds functional items, such as chairs, go-cart.

PREVIOUSLY IN GIFTED PROGRAM?

no

DICHOTOMOUS DATA

| | | |
|---|---|---|
| PARENTS | YES | NO |
| PEERS | YES | NO |
| SELF | YES | NO |
| OTHER | YES | NO |

NAME

(optional) _____

GRADE _____

201

202

Section Three
Overhead/Handout #6

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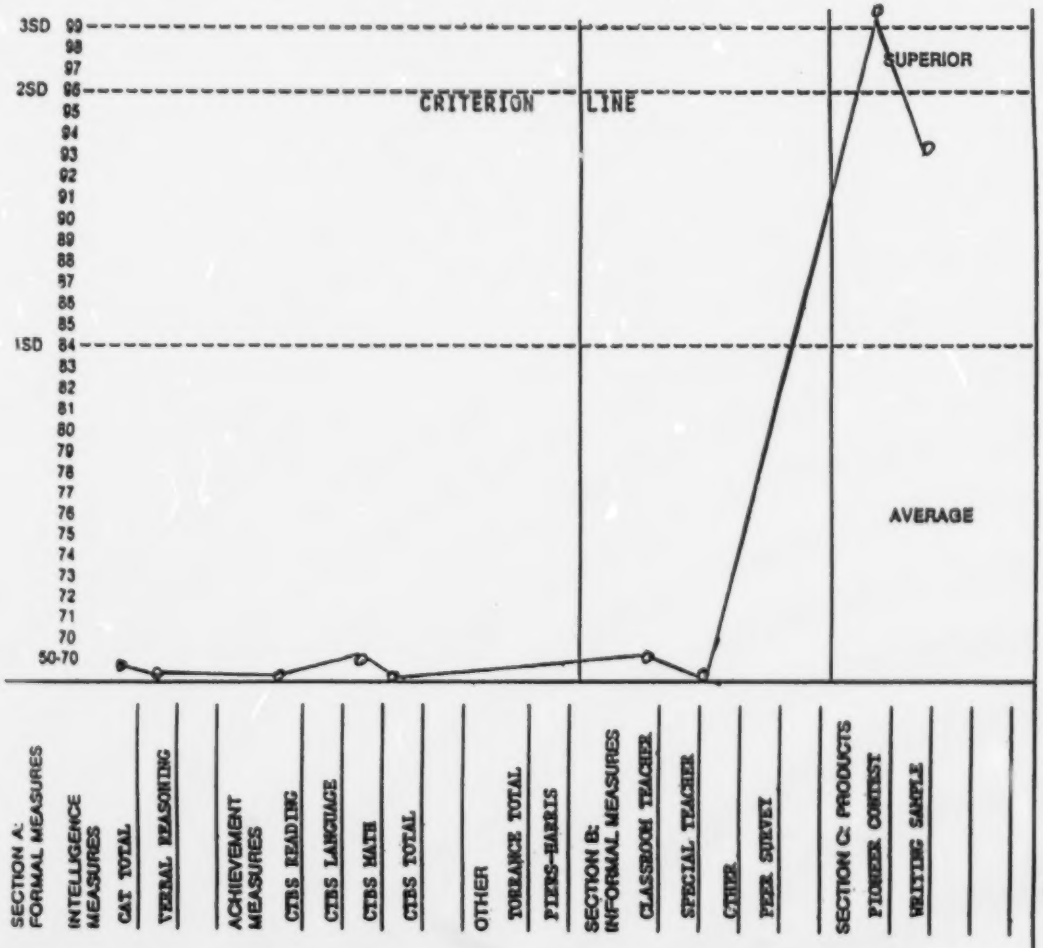
# SOUTHERN-SPICKER PROFILE -- SALLY




SECTION D:

AWARDS

OTHER INFORM. OR ANECDOTES

Collects rocks and fossils.

PREVIOUSLY IN GIFTED PROGRAM?

no

DICHOTOMOUS DATA

| | | |
|---|---|---|
| PARENTS | YES | NO |
| PEERS | YES | NO |
| SELF | YES | NO |
| OTHER | YES | NO |

NAME (optional) _____

GRADE _____

Section Three
Overhead/Handout #7

# WORKSHOP EVALUATION FORM

Name (optional): _____

Name of workshop: _____

Date of workshop: _____

**Please check one:**

Elementary Teacher _____ Middle School Teacher _____ High School Teacher _____

G/T Teacher _____ G/T Coordinator _____

Other (please specify) _____

1. How was this workshop relevant to your needs?

2. As a result of this workshop, what information presented will be most useful to you and why?

3. Please describe briefly the workshop leader's effectiveness in: communication with participants, organization of presentation, addressing the participants' needs and questions, and adapting materials and concepts with participants.

4. How would you describe workshop materials presented?

5. In what ways could this presentation be improved?

6. Please comment on the appropriateness of the room size and the time and day of the workshop.

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